

The Clearing House

A journal for modern junior and senior high schools

VOL. 20

FEBRUARY 1946

No. 6

Contents

Safeguards against Graduation Troubles	Albert J. Huggett	323
A Junior High School Tackles Failures	L. E. Leipold	327
Real Broadcasting at San Luis Obispo	Everett C. Braun and Jack Stanley	330
School Savings: New Treasury Plan Explained	Merrill F. Hartshorn	333
My Struggle with Social Studies	Edward J. Rutan	336
Current Events in the History Class	William H. Fisher	338
Origin of "Education is a State Function"	Charles A. Tonsor	340
Why Read?	Archie F. Bowler	342
What Happens to You When You Read?	Eva A. Moore	345
Could Be the Place Is Haunted	Wendall W. Haner	348
Dental Guidance Reduces Defects at Cole	John M. Eklund	350
Dear Teacher: A Bouquet of Parents' Letters	Bela Speigner Newman	352
The Open Door: Teacher-Librarian Cooperative Plan	Evelyn I. Banning	356
Mass Production Methods Applied to Pupils	Philip R. Jenkins	358
Offenders' Club: Experiment with "Problem" Boys	J. Pope Dyer	360
Rural High-School Curriculum Are Maladjusted	B. Everard Blanchard	362
Pupils Run Jamesburg High on Senior Day	Evelyn W. Beckford	364
Maryland's Council of Student Library Clubs	Elizabeth Stickley	365

Departments

Findings	332	School Law Review	370
School News Digest	367	Book Reviews	372
Editorial	368	Pamphlet Notes	380

NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 20

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SAFEGUARDS *that avoid* *troubles over* GRADUATION

By ALBERT J. HUGGETT

THE SCHOOL ADMINISTRATION is literally put "on the spot" quite frequently during commencement time. There is, first of all, the pupil who has been telling his parents that he will be graduated, but who does not possess sufficient credits to have a chance to get through. When the parent finds out the truth, he may blame his child, or he may, by a projection complex, blame the teacher or administrator. Then there is the case of the boy or girl who suddenly stops working in the middle of the semester and so does not pass his or her subjects at the close of the last half year. Often, according to the parents, this failure is the administrator's fault and not the student's.

Add the problem of the pupil who mis-

erably fails his final semester examinations although he has done quite well before that, and one has nearly completed the list of major problems. The minor ones have not been named. Scarcely a year passes in which some new proposition does not come up, something which one had never thought of as being a possibility. These new problems have to be solved on an individual basis, but sometimes it helps to know how others have taken care of some of the more common problems.

The First Steps. Seniors' schedules should always be very carefully checked before the school year starts to determine the names of the pupils who are likely to be graduated. Those with insufficient credits to have a chance to finish should then be re-classified as juniors, should meet with the juniors at class meetings, and should be shown in every other possible way that they cannot be graduated that year.

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EDITOR'S NOTE: *As commencement time rolls around, there are generally a number of problems and crises that threaten the smooth course of the event. Dr. Huggett has found that by planning ahead, the more recurrent of these difficulties can be avoided. He presents a number of procedures that he and others have found valuable in lessening graduation risks. A former high-school principal, Dr. Huggett is now associate professor of education, Michigan State College, East Lansing.*

Keeping Parents Informed. Graduation time is usually one of worry for the parents of pupils who get low marks, for the parents, if not the pupils, realize there is always the chance that their son or daughter will be prevented at the last moment from joining the senior processional. The only possible legitimate way of allaying

these fears is to keep parents properly informed. They will then be somewhat prepared for the bolt, if it strikes.

One may keep parents informed by writing letters at frequent intervals or by personal contact, but if it is necessary to inform a parent that his child cannot be graduated, it should be done by registered mail. If this is done, knowledge that the pupil is not to complete his course that year cannot be denied by the parent.

"Senioritis". One of the hardest things to combat in the whole commencement setup is "senioritis". This may be defined as an exaggerated sense of personal importance which comes during the latter part of the senior year to many of the prospective graduates. It makes them hard to handle because they are likely to want their way at any cost. Seniors often must be handled very carefully indeed.

Photography. Seniors usually desire that their photos be left as a lasting memorial to their presence in school and to their graduation. The idea is not a bad one, either, as class pictures make a permanent record of the graduates of various years.

In this connection it is the task of the administration to see that the class gets its money's worth and that the photographs are satisfactory. It is usually better to patronize a firm with which the school has done business for some years or one which has established a good reputation through its contacts with other schools of the vicinity. A new firm may be interested in holding the school business or it may be planning on going back to private portrait work in a year or two. If the latter condition prevails, there may not be much interest in rendering thoroughly satisfactory service.

It is well not to guarantee the purchase of all pictures, or one may have to pay for some of them himself. The administra-

tor can protect himself against this possibility by writing on the contract, just over his signature, the following sentence: "I agree to be responsible for either money or pictures; I do not agree that all pictures will be sold." Photographers frown on this practice, but it is the only sensible thing to do. Sending pictures C.O.D. is not satisfactory because there is an extra post office charge for this service.

Invitations. While large schools invariably use the formal type of invitation, many smaller ones still employ the novelty sort. These are gayly colored and are decorated with fancy cords and straps. Usually some distinctive shape is used. These novelties look nice, but are not usually considered "correct" form, any more than a fancy wedding invitation would be considered to be in good taste. But good taste depends on common sense and is largely determined by custom growing out of logical procedure, so correct form can change from time to time.

Orders should be placed early so that supplies will be on hand in plenty of time. If the local printer is always given a chance to bid he cannot state that no effort was made to buy in town. If his prices are greatly higher than those of outside competitors, he should be told so frankly. Parents are not willing to be overcharged merely to encourage local enterprise.

Caps and Gowns. Most schools have found that the uniformity of appearance that comes from having all of the graduates dressed alike helps to make the processional effective and is of value when the seniors receive their diplomas. Besides, there is the item of cost to the parents. New suits and dresses are costly and are almost beyond the reach of some of the parents. Then, too, unless some regulation as to cost is imposed, there is bound to be competition to see who will be the most ex-

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Even when restrictions as to cost, color, style, etc., are imposed, it seems to be impossible to secure the same impressiveness with individual suits and dresses that one gets when the graduating class is dressed alike, in caps and gowns. If a paid speaker is eliminated from the exercises, the board of education often feels that it can pay the cost of caps and gowns. This might not be possible, of course, in a large high school where hundreds are graduated.

One can either rent caps and gowns or buy them outright. Some concerns have a rental-purchase proposition whereby, after renting for five years, the outfits become the permanent property of the school. In this case the costumes remain in the school and cleaning and pressing must be paid for locally. There does not seem to be much gain in such a purchase arrangement, as the cost of cleaning is almost that of rental, and there is some advantage in having the caps and gowns arrive fresh, repaired and clean.

Then, too, there is the problem of securing fairly adequate fits. One would have to have quite an assortment of sizes in order to fit everyone correctly. When rented, the outfits come in individual boxes, all ready to be worn, with the pupil's name on the outside. Ordinarily outfits can be rented for less than two dollars each, so caps and gowns are really not a luxury at all. For this price, one can well afford to rent.

The cap and gown order should be placed early, accompanied by definite measurements for each pupil—chest, bust, height, weight, and head size. The writer has never known a company to fail to have correctly fitting caps and gowns on hand when they were supposed to be if the order was properly filled out and placed. There are any number of good companies furnishing this sort of service, but if one is doubtful about a particular concern he can easily check by writing to schools which

have used the services of the one in question.

Diplomas. Diplomas should be ordered early and data for them should be worked out with a great deal of care.

The writer's school followed the custom of circulating a list, immediately after the beginning of the second semester, which showed names as they appeared on the official records, along with the courses that the youngsters had followed. The seniors then okayed their names and courses, if they were correct, and signed their names or initials.

There were always many changes in names and some protests about courses on this first list. A new list was then made up and passed as before. This time there were fewer changes. This procedure was continued until the sheet came back without any corrections.

The carbon copy of the final list was then sent to the diploma house; the original, with the signatures, being kept for the school's protection. It is hard to see how there could be a mistake in listing names and courses if this plan is used, although the diploma house might err. The author, though, has located but one mistake by a diploma house in fifteen years of experience.

The diplomas should be on hand at least a month ahead of graduation to allow time for checking. Better an extra diploma for someone who does not get through than worry the last few days over the possibility of non-arrival.

Early Examinations. One way to avoid failures at the last moment is to give seniors their examinations early. This may be done about a month before school is out. If these examinations are passed, the pupils may be excused from the tests which would ordinarily come at the close of the semester. Careful regulation of any plan of

this sort is necessary, or many abuses will creep in. Our rules, which worked very well in general, follow:

EXAMINATION SCHEDULES

1. The regular class periods plus 30 to 40 minutes after school, are used for the examinations according to the following schedule:

First-period classes—Monday, May 16
 Second-period classes—Wednesday, May 18
 Fourth-period classes—Thursday, May 19
 Fifth-period classes—Wednesday, May 25
 Sixth-period classes—Thursday, May 26
 Seventh-period classes—Friday, May 27

2. Only those who have a chance to be graduated will be allowed to take early examinations.

3. Seniors who, for any reason, are not able to take any or all of the examinations as scheduled will take them at the close of the semester.

4. Seniors who find that their final marks after the preliminary examinations are passing or above will be excused from further final examinations in the subjects they have passed, provided they attend classes regularly for the last marking period and do their daily work to the satisfaction of their teachers.

5. Seniors will be required to take regular examinations at the end of the year:

- a. If their work is not up to standard during the rest of the year.
- b. If they do not maintain a passing mark throughout the last marking period.
- c. If they are absent from regular classes without permission during the preliminary examination.
- d. If they are absent more than two days during the last marking period for any cause other than personal illness or death in the family.
- e. If they have any unexcused absence during the last marking period.

A list of seniors successfully passing the examinations will be posted on the bulletin boards on Tuesday, May 31st.

The Commencement Program. While the larger schools still use speakers, the smaller ones are fast abandoning the practice, and in this respect inroads are being made even into the ranks of the big schools. The so-called vitalized commencement apparently is here to stay.

Many schools, in addition to commencement programs, have class-night exercises. In our school a combination of class night with an achievement night worked out very well. We gave out athletic and forensic letters, scholarship awards, attendance and tardiness certificates, and general all-around ability prizes at the same time that the valedictory, salutatory, prophecy, will, etc., were given. This was quite satisfactory. In a small school it is probably safer to assign these parts purely on a scholarship basis. In that way there can be no charges of favoritism.

Blank Diplomas. Influential patrons sometimes subject school administrators to plenty of "heat" to influence them to grant their relatives blank diplomas. The promise is always that the work will be made up later. The best answer to this situation is a statement made a few years ago by an accrediting agency, "Needless to say, the practice of granting blank diplomas to seniors is unworthy of any accredited school."

Conclusion. In this article the author has attempted to describe some safeguards which help to make graduation go smoothly. No attempt has been made to cover the whole field or to discuss any one topic intensively.



Far too many of our libraries in the secondary schools are inadequately equipped for the normal pupil, and there is no pretense of obtaining materials for those below grade level or for the gifted or superior.—MARY ETHEL THURSTON in *The English Journal*.

A Junior High School Tackles

Plan cuts failing marks to 1½ of 1%

FAILURES

By L. E. LEIPOLD

THE VEXING problem of promotion versus non-promotion is one that has for a long time provided educators with vast amounts of forensic material. When some years ago investigations revealed the startling fact that by the time our public-school boys and girls reached the eighth grade fully one-half of them had failed somewhere along the line to make normal progress, the problem was attacked at once by countless educators from virtually as many angles. That much progress has been made during the intervening years attests to the zeal of their efforts; that much remains to be done cannot be gainsaid.

Subsequent studies have disclosed additional related inadequacies. For example, there were roughly three times as many retarded pupils in the classroom as there were accelerated pupils. Also, some school systems had as high as 75 per cent of their pupils on the non-normal-progress list; others had as few as 2 per cent. Evidently it was not so much the quality of pupils' work which was used as the basis of promotion as it was the underlying philosophical principles with which the system's educators were imbued.

Non-uniform terminology played its part



EDITOR'S NOTE: *Two years ago the faculty of Nokomis Junior High School, Minneapolis, Minn., set about working out a plan that would reduce the too-high rate of pupil failure. How the school has cut its failing marks to less than one per cent is explained in this article. Dr. Leipold is principal of the school.*

also. To cite an instance, a pupil who dropped out of school was usually not classed as a failure, although he would by all reasonable standards represent a failure on the part of the school system adequately to meet the needs of the individual and the society of which he was a part.

How much of the fault lay with the pupils and how much could be traced directly to school shortcomings were usually not discussed. Nor is it today, generally speaking, although the tendency on the part of progressive systems to analyze the problem in all of its ramifications and to view its own skeletons in the open light is doing much to bring about more intelligent understanding. That there are curriculum inadequacies, inferior methods of instruction, poor guidance facilities, and overcrowded classrooms which influence progress—or the lack of it—of school enrollees must figure in a consideration of the problem. Likewise the influence of the home must be reckoned with. The high degree of elimination among Negro, Greek, and Mexican children is not a mere coincidence.

However, when Nokomis Junior High School began a new consideration of the failure problem two years ago it attacked it from the point of view that there probably were sufficient forces within the school which could be brought into action with enough vigor to deal effectively with a majority of its failure cases. Innate inability to achieve on a parity with fellow students apparently accounted for many of the failure cases reviewed; therefore it appeared axiomatic that if adequate provision could be made for this group the problem would

in a large measure be solved.

A plan was sought which would provide instruction commensurate with the ability of the pupils concerned. From them learning results would be expected only in proportion to their ability to learn. Modified homogeneous grouping presented possibilities so it was decided to incorporate this device in the program to be adopted.

It was essential that great care be taken in selecting the group which was to be composed of the potentially slow learners. Seven groups of incoming seventh-grade pupils were expected to enroll in September from six contributing elementary schools. The principals of these schools, in cooperation with their sixth-grade teachers, prepared lists of pupils who they believed would profit most from a modified program of instruction. The elementary-school principals and teachers were considered best qualified to prepare such a list, since they had had charge of the pupils in most cases over a period of years.

Such factors as school achievement, intelligence quotients, achievement-test scores, and the opinions of elementary teachers influenced the preparation of the lists. When completed the final lists theoretically included all potential failures, for the percentage of failures within homogeneous groups normally does not exceed 8 per cent of the pupils, and it was this percentage of pupils who were to be placed in the special groups.

The problem then was a twofold one: How should instruction be adapted to this group? And, what of the remaining 92 per cent of the pupils?

The answer to the first question appeared to be curriculum modification. Of these pupils results would be expected only in proportion to their ability to achieve, and both the curriculum and the instructional materials would be geared to their level. Insofar as the 92 per cent were concerned, all potential failures were theoretically removed from their group. If the work of

any of these pupils now proved to be of unsatisfactory quality, it obviously would not be due to innate inability to achieve.

Non-achievers of either group became subjects for consideration by the school counselor. If numerous absences were a factor, the visiting teacher was called upon for help. If absence appeared to be due to bad health, the school nurse was called in. If the problem involved discipline, the visiting teacher worked with the home. In any case, the parents contributed their share of endeavor.

Of the remaining six groups, a superior-ability group was organized, from which better than average results were expected through a program of enrichment; the other five groups were of normal size. The slow group was limited to approximately 20 to 24 pupils. The superior group was somewhat larger, for any reduction in the class size of one group had to be counteracted by increases in other groups. The pupil-teacher ratio was set by central office decree and the downtown officials found it inexpedient to make sizeable concessions in this direction.

However, the teachers were generally agreed that an increase in the average size of their classes by two or three pupils was more than compensated for by the elimination of the slowest learners and their subsequent segregation in special groups. It should be mentioned here that this special grouping plan applied only to the English, mathematics, social studies, and science classes. The shops, personal interest groups, et cetera, were unaffected.

The Educational Council of the school, consisting of the various department heads, gave their approval to the plan, and a sympathetic attitude on the part of the faculty was forthcoming. An understanding counselor, aided by a capable visiting teacher and nurse, set the plan in motion.

Last spring at the end of the school year less than one-half of one per cent of the marks turned in at the office were failures.

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As we view it now, there is every reason to believe that the plan is achieving the purpose for which it was originated.

In effect, we believe that the practice of failing pupils who cannot adjust to curriculum offerings is much like compelling children who fail to thrive on a specified diet to undergo the same feedings for

another year on the theory that if they do not profit by them in one year, they may in two.

In no sense of the word does this procedure constitute automatic promotion. To us it appears to be a common-sense method of caring in part for a very vexing problem. The results to date are gratifying.



Pupils and Parents Write 131 Letters to Public Figures and Get 40 Replies

When is a boy old enough to write his first letter to his congressman? Must he wait until he earns his high-school diploma or until he reaches the ripe old age of twenty-one?

We discussed these questions in my American History and civics classes at the beginning of the February 1945 semester. The boys decided that they were old enough *right now* to express their opinions on the making of governmental policies which would determine the nature of the world *they* would live in all their lives.

We therefore agreed that whenever a boy encountered a vital problem, at home or elsewhere, in whose solution he was interested, he would write a letter to his own representative in the government. The letter would be written at home. Consultation with parents was considered important. Parents were to be encouraged to take part in the project. Even the teacher was permitted to write a letter once in a while. All letters were to be read in class and mailed from class. It was understood that each student had the right to take any position on a given problem, as this was the democratic privilege of all American citizens.

During the term 131 letters were written by 58 boys and 9 of their parents. The following incomplete list indicates the nature of the letters and the persons or organizations to whom they were addressed:

President Truman, 8 letters pledging support.

Mrs. Eleanor Roosevelt, 11 letters expressing sympathy at death of the President.

Secretary of State Stettinius, 13 letters on the San Francisco Conference, and 1 on Argentina.

U. S. Senators Wagner and Mead (N.Y.), from 1 to 9 letters on each of such subjects as lend-lease, price control, Bretton Woods, post-office salaries, and Poll-Tax Bill.

Pupil's own congressman, from 1 to 6 letters on each of such subjects as veteran rehabilitation,

FEPC Bill, vivisection, policy on Spain, and praise for congressman's action.

Other letters were addressed to State and city officials, Admiral Nimitz, the War Criminals Commission, Paramount Studios, and various newspapers.

In my opinion the project was of great value. It proved, as no amount of lecturing could, that ours is a government not only "of the people" and "for the people" but also "by the people". For the 58 boys it helped bridge the gap between the academic classroom and the real world. Instead of just talking about the duty of each good citizen to participate in the life of the community and in law-making, we went ahead and participated. In the end-term discussion on the value of the project many boys said they had learned that their future was in their own hands, that they could not "let George do it" if they wanted a world of peace and plenty in which to live. They thought they and their parents should keep on writing letters to their elected representatives thereafter. Incidentally, these students knew the names of their representatives by the end of the term.

The boys received 40 replies to their letters. These, too, were read in class and a bulletin exhibit of answers was posted in the school corridor. Of course, there were several unusual results. Admiral Nimitz's reply thrilled all of us and was reprinted in the school newspaper and in the *New York Sun*. Senator Wagner sent on a letter received from a boy to a colonel in the army. The colonel sent the student an answer and forwarded the original letter to another officer who also wrote to the student. In fact, each answer was read with pride by the recipient and was a step forward to active citizenship. Failure to receive a reply was duly noted.

With more of our young citizens learning to speak up on vital matters, our country may well be hopeful of its future.—MEYER CASE in *High Points*.

At San Luis Obispo It's REAL BROADCASTING!

By EVERETT C. BRAUN and JACK STANLEY

FOR YEARS we've been hearing a lot about using radio in education. Most schools advocate listening to the radio, and many pretend to broadcast radio programs in their classes. But few have taken advantage of real broadcasting facilities to put their schools on the air.

San Luis Obispo (California) Junior High School goes on the air once a week. Its program, however, is not produced by professionals or by any one class in school. Rather, each second-period (9:30-10:25) class is responsible for a broadcast once a semester. Thus, by the end of the term every one of the 500 pupils in the school has participated in one way or another in an actual radio program.

Every Thursday morning at 9:45 the school presents a fifteen-minute program over KVEC, the Mutual Broadcasting System station in San Luis Obispo. The broadcasts are made from a school classroom set

apart for the purpose, and in no way interfere with regular class schedules.

How, you might ask, can school children put on a radio program? And what in the world can they broadcast which would be of interest to outside listeners?

Let's answer the last question first. At San Luis Obispo the pupils have discovered that any and everything they do at school is of interest to the community. Whether their program is a spelling bee, a series of speeches, or music, listener appeal is high. Naturally, they don't sound like professionals. But listeners in the town aren't looking for professional entertainment from the junior high school. They're looking for a highly personalized form of entertainment which can only come from hearing familiar voices—people they know—on the air. The students provide entertainment which is unduplicated on any commercial radio program, and which can't be matched for its personal appeal.

But how do they do it!

Well, sometimes we wonder ourselves. But since the project started at the beginning of the semester, ten widely diversified shows have been broadcast, and each one seems better than the last.

The project is directed by a teacher, who, incidentally, has had no professional radio experience. She was given a "free" second period in order to devote that time to radio supervision. She works with each teacher and class when it is scheduled to go on the air, and as a result there's nothing particularly "free" about the period. The director gives continuity to the programs, and helps to improve each show by virtue of her growing experience.

EDITOR'S NOTE: Why "just pretend" to put on radio programs in your school, the authors ask. They point out that radio stations are required to broadcast several hours of free public-service programs daily, and that any school with a public-address system, a telephone line, and a radio station in the vicinity should plan to go on the air. The weekly radio programs of San Luis Obispo, Cal., Junior High School are offered here as an example of what other schools can accomplish. Mr. Braun is principal of the school. Mr. Stanley is chairman of the Education by Radio Committee of the Western Region of the Radio Writers Guild.

Our first program on the air consisted of speeches by administrative and student officers. As were all subsequent broadcasts, it was tuned in by other classes in school. Although hardly spectacular in its subject matter, this program was well ballyhooed, and was heard by more than 50 per cent of the pupils' parents. School problems were presented, and cooperation asked. As a result, parents have shown an encouraging interest in the school and are now generally in greater sympathy with its objectives.

A spelling bee was broadcast next. Though it wasn't the most sensational entertainment in the world, it had rather spectacular results. Before the program pupils in the sponsoring class had studied a list of 125 words for three weeks before all were able to win passing grades (70 per cent) in an examination. For the broadcast they took on a more advanced list of 125 words, learned them all in a week, and after the program took an examination on which no one in the class received a grade of less than 90 per cent!

Several weeks later another spelling bee went on the air. Its dramatic values were heightened, and it made much better entertainment. But more than that—it, too, had results in the classroom. The competition was between the boys and the girls, and although the girls had consistently outspelled the boys in the past, the males were determined not to be outdone in public. They studied hard, and when they went on the air they defeated their sisters decisively!

An English class conducted a session with the county librarian in which information concerning the use of the library was broadcast. Not only did the pupils at school show an increased interest in their library, but the public at large evidenced more appreciation of their library facilities.

Other broadcasts included musical programs put on by the glee club and orchestra classes; speech programs retelling the his-

tory of San Luis Obispo; and shows put on by the shop departments to emphasize safety in the use of tools.

The benefits of this radio project have extended from the students and teachers right on through the administration and into the community.

Without exception, pupils have studied harder than usual during the preparation period prior to their broadcasts. One teacher even claims that her class has maintained a 10 per cent higher average *since* its broadcast. The knowledge that their subject was of interest to the community rather than just another dry bore made an important difference in the outlook of these youngsters.

Pupils have increased their confidence in themselves, and have developed an aggressive pride in their school. Teachers have found student enthusiasm so high that discipline problems are reduced. Not only that—teachers, too, have been reawakened to an interest in their subjects.

For all these reasons, of course, the school administrator approves the project. For the most part it has all worked out much better than he ever dreamed.

The most surprising element in the project is the ease with which it has been put into operation. Any school with a public-address system, a telephone line, and a radio station somewhere in the vicinity can duplicate the work done at San Luis Obispo Junior High School. Radio stations, as part of their contract with the Federal Communications Commission, are obliged to broadcast several hours of free, public-service programs every day. A school program comes under this category, and it is no problem at all to get free and unsponsored airtime from a local station.

The entire cost of a school broadcast, then, is the charge for a connecting telephone line from the school to the station, and whatever auxiliary, and not entirely indispensable, microphones are desired. The cost of the telephone line is no more than

that for an ordinary house phone, and microphones start at about thirty dollars.

We're prejudiced about this project at San Luis Obispo. Since the school has be-

come articulate we're sure it's noticed more in the community. But more important is the effect on the pupils. Instead of playing at broadcasting, they are really doing it.

* * * FINDINGS * * *

DRIVER TRAINING: The possibility that driver training can reduce traffic accidents almost one-half is indicated in a study of Cleveland, Ohio, high-school graduates reported by the American Automobile Association. The investigation covered the accident records of 1,880 high-school graduates who had received driver training, and 1,372 high-school graduates who hadn't. The young people had been graduated from Cleveland high schools between June 1939 and June 1941, and had obtained driver licenses. Their records were studied from the time of graduation to November 1941. Of those who had received driver training, 3.77% had been involved in recorded accidents, while 6.6% of those who hadn't received driver training had had accidents. The high-school course, which included behind-the-wheel training, apparently had cut the accident rate for those who took it by 42.8%.

BOARDS: In Illinois there are 12,000 school districts, and only 7% of the 12,000 boards of education are members of the State school board association. In New York State there are only 850 school districts, and 89% of the boards are members of the State association. Missouri has 8,650 school districts, and only 1.5% of the boards belong to the State association. North Carolina is divided into 170 school districts, in which 82% of the boards are State association members. So states Roald F. Campbell in *School and Society*. As a rule, in the 27 states that have school board associations, per cent of boards that are members is low in states divided into many small school districts, and high where the districts are few and

large. The great majority of the state school board associations have found that they are a potent force in obtaining desirable educational legislation. To increase their membership and power, Mr. Campbell recommends a graduated membership fee, so that small rural districts, as well as city districts, can become members. In California, dues vary with average daily attendance, from \$5 to \$50.

WORRIES: You can stop worrying now. A group of investigators at University of Wisconsin, states *National Parent-Teacher*, have studied the things that people worry about, and have come up with the following information: About 40% of the average person's worries are about things that never happen; 30% concern things over and past that couldn't be changed by all the worry in the world; 22% are petty worries and needless health worries; and only 8% are "real, legitimate worries". Maybe you can use these figures to soothe worrying pupils. On the other hand, you could start worrying about the Probable Error of the findings.

ACCELERATION: In 1943 a group of 36 students was admitted to the University of Illinois one to two semesters before high-school graduation. All had been selected from the upper quarter of their high-school classes. At the end of their first semester, state Irwin A. Berg and Robert P. Larsen in *Journal of Educational Research*, the 36 accelerated students had earned grades averaging 3.91 (approximately "B") or slightly more than one S.D. above the all-University freshman grade point average.

SUPERSTITION: Scientific instruction about superstitions decreases the superstitious beliefs of most students. But, says Earle E. Emme in *Phi Delta Kappan*, the students of low intelligence in a class may make things difficult for you. In one college class exposed to such instruction, several students of low IQ showed an increase in superstitious beliefs: in the course of the study they had learned some new ones that they fancied! One student of this type began the study with 9 superstitions, and ended it with 17.

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

Should We Continue *New Treasury plan explained*

SCHOOL SAVINGS?

By

MERRILL F. HARTSHORN

BEFORE THE war relatively few schools offered pupils the opportunity to save at their place of business—the school. Since December 7, 1941, however, almost all schools have built Stamp Day into a weekly institution with accompanying lessons in thrift and money management. As a result thirty million youngsters have accounted for close to two billion dollars worth of bonds and stamps.

Before we shift back to a school program, let's take time to weigh and measure these war-born activities with a view to retaining those educational values which are of continuing significance.

What about the School Savings Program? Have students been saving only to finance bazookas and bring the boys home sooner? Or have they been saving toward definite objectives of peacetime validity? Are their war-learned habits worth retaining? Will our government be stronger because its securities are held by the people, including school-age people?

EDITOR'S NOTE: *This article was prepared by Dr. Hartshorn in cooperation with the Education Section, War Finance Division, of the U. S. Treasury Department, to acquaint CLEARING HOUSE readers with the new plan, sponsored by the Treasury at the request of many educators, for peacetime continuance of the School Savings Program. Dr. Hartshorn is executive secretary of the National Council for the Social Studies, 1201 Sixteenth St. NW, Washington 6, D. C.*

Certain points stand out in any examination of a School Savings Program: (1) Given the opportunity, pupils *do* save through their place of business, the school. (2) They learn while they are saving. (3) The magnitude of our present national debt calls for a new concept of citizen responsibility and participation in government.

The Treasury Department has announced that bonds and stamps will continue on sale in peacetime through banks and post offices. Thousands of schools are planning to make Stamp Day a permanent institution or else convert to some sort of Bank Day.

Accordingly a group of leading Ohio educators meeting with Dr. Clyde Hisson, State Superintendent of Schools, called upon Secretary of the Treasury Vinson as follows:

Resolved, that the Secretary of the Treasury be asked to devise, with the aid and counsel of school authorities, a permanent long-range program for the continuous sale of United States Savings Stamps and Bonds through the school systems and that such a program . . . be based upon the sound American principles of individual initiative and independence personally earned and gained.

Saving for What? Saving needs a purpose. Young people are quick to scorn the miser who saves just for the sake of saving.

As a matter of fact, boys and girls may even sense the futility of attempting to provide complete lifetime security on a small income in a world where unemployment, war, or family emergencies may upset the best laid plans.

On the other hand, shrewd foresight in

personal money management will be basic to personal happiness no matter how extensive our plans for social security. Unemployment compensation may be necessary to protect against an ill which is national both in cause and cure. Medical assistance may be desirable to insure national health. But there remain important problems which only personal thrift can solve.

Here are four common savings goals:

1. Expenses which come regularly and must be planned for.
2. Short-term goals, such as buying a bicycle or camera.
3. Long-term goals such as college or a home.
4. Emergency fund for *unpredictable* expenses.

What Educational Values Can Be Derived from School Savings? The regular course of study in most high schools contains many study units bearing either directly or indirectly on personal money management or government financing operations. Focused on the individual pupil and his "income problems", these classroom projects become pertinent lessons in personal thrift.

What educational objectives may we expect to attain through a broad School Savings Program?

Understanding and appreciation may be developed so that a pupil knows why it is to his advantage to save, how his own security is related to national security, and how he may share in government. He will also gain some understanding of the fundamental principles basic to a democratic program of government financing.

Attitudes of self-reliance, thrift, and foresight will surely grow through actual and continued practice in money management. Linked to the purchase of U. S. Savings Bonds, such attitudes may readily strengthen the citizen's sense of responsibility to participate in his nation's affairs.

Skills developed in a School Savings

Program will vary with the extent to which students are given leeway in managing and administering its banking features. Certainly our young citizens can become skilled in handling money, making change, budgeting, banking, and keeping accurate records. At the same time they may learn to interpret charts, graphs, news stories, radio programs, etc., dealing with the general questions of personal and public finance.

At all grade levels these objectives may be attained in varying degrees through lessons in arithmetic, consumer education, citizenship, social studies, business education, home economics, etc.

Teaching good habits of money management immediately suggests that we should make the saving as convenient as possible. The boy who can make his weekly stamp purchase or "bank" deposit right at school is more likely to save than the one who has to do his saving through a bank many blocks—or even miles—from his home-to-school route.

Students Should Handle Savings Day Business. One of the most interesting aspects of the School Savings Program to date is the variety of approaches which schools have made to the problem of softening the "burden" of Savings Day. There is no doubt that handling money—other people's money especially—is a burden. But many schools have made it an educational opportunity.

Business-education classes have frequently made the entire "banking" procedure their own project. Honor typists have made out the bonds at Bay View High School, Milwaukee, for example, while leading bookkeeping students have kept the records by class and for the school.

Banking plans were in operation in more than 8,000 schools before the war. Under this scheme each pupil puts his weekly deposit in a sealed envelope which, with the passbook, goes to the bank where all the checking and recording is done. The pass-

book is then returned with a new envelope for the next week's Bank Day. Undoubtedly many schools will convert their war-time Stamp Day to Bank Day. Both Stamp book savings and bank book savings can be converted to U. S. Savings Bonds, of course.

A student committee of "bankers," "cashiers," and "publicity experts" has managed Stamp Day and the preceding "reminder" day at New Bedford, Mass., High School. The faculty let students work out their own procedures and assume their own share of responsibility. Result: every pupil has saved at least once a week in that school since April 1944. In addition, I am sure they have a real comprehension of money management and of a citizen's share in his government.

The Nation's Stake. Over and beyond these reasons for continued school savings,

we must recognize that the nation has a stake in school savings. The national economy will be only as sound as the average citizen's finances.

The war has left the nation with a \$300 billion debt. Every American has an interest in and a responsibility for that debt, and not just when the interest takes the form of interest on his war bonds.

Secure citizens, each holding his "Share in America," will be better citizens, interested in and working toward the solution of national problems.

Like the casting of a ballot, the purchase of a bond is the exercise of a right, the enjoyment of a privilege, and the performance of a duty, for we are going beyond the defense of the right to live in the kind of a world we believe in; we are starting to build that world upon the foundations our forefathers laid.



Armistice Terms for Warring Educational Factions

The following are "suggestions for a truce between the warring educational forces", made by James Bryant Conant, President of Harvard University, in a speech at Teachers College, Columbia University, as reported in *Washington State Curriculum Journal*:

1. Let it be agreed by the professors in our colleges and universities that the high schools of the country today have a job to do which is not to be measured primarily in terms of their success or failure in the formal education of the specially gifted youth.

2. Let it be admitted that by and large a good job has been done in providing an education for a large proportion of American youth and that the present movement along such lines as those indicated in the recent volume, *Education for all American Youth*, published by the Educational Policies Commission, is in the right direction.

3. Let the professors in the faculties of arts and sciences agree to find out more about the real problems facing the high schools of the country and the type of education which should be supplied to the vast numbers of boys and girls for whom a four-year college or university is far from being the proper educational channel.

4. On the other hand, let the faculties of educa-

tion and the superintendents of schools and those concerned with secondary education agree that in attempting to solve the terrific problems of the last fifty years they have neglected a number of important problems which concern the type of youth who should in the best interests of the nation go on to college.

5. Let those concerned primarily with high-school education agree to (a) explore more sympathetically the ways and means of discovering special talent at a young age; (b) provide a greater motivation among many groups to evolve a greater degree of intellectual curiosity; and (c) provide better formal instruction for those of high scholastic aptitude—all this to be accomplished without a segregation which might turn the boys and girls in question into either young prigs or academic snobs.

6. Let the schools agree that if the colleges will give up many of their formal requirements for admission in terms of content of courses (as certain of the Eastern colleges have done already), they in turn will be willing to rate their students continuously in terms of scholastic aptitude. Thus if the college can no longer count on adequate training in special skills it may know better than ever before that it is choosing potential brains.

My Struggle with *Woes of a teacher of American history* SOCIAL STUDIES

By
EDWARD J. RUTAN

DID YOU struggle with history—I mean social studies—when you taught it? Well, I did! You see, they (I always refer to administrators as “they”, because then it’s not so formidable) discovered that I was accredited in social studies, so, “ipso facto” (See what the social sciences do for you?), I was given a class in American history. Alas, I never had a chance to inform them of my greatest weakness—I can’t remember dates!

1492, 1607, 1776, 1812, 1860, 1898, and 1914 are about the only ones I can remember, but I don’t exactly know which goes with what. I’m pretty sure the first one has something to do with Columbus, because I recall the day I told my class he’d landed in 1492. Of course I still don’t see what difference it makes, as long as he got here, but to the head of the department it does.

I was fortunate, however, in having a “quiz kid” who kept me straight. In fact, she taught us most of the dates, and I recommend her highly to any school system in the land. Every history class should have one. It certainly solves the date problem!

But I found that the struggle with dates was minor compared to dealing with the

significance of events. I was hounded from morning until night by one John Smith (no relation to the fellow who was saved by Pocahontas). It seems he had great difficulty in understanding why we had to go all the way back to start, instead of just starting and going back. I tried to tell him he had to be logical and start at the beginning, but he kept asking, “Well, where are we now?”

After I had spent practically the whole term getting to the Civil War, then he claimed we’d have gotten there sooner if we had done it his way. I was forced to admit that he had something there, but there’s nothing in state syllabi which allows such a procedure. Wouldn’t that be teaching backwards? The state would never put up with that, let alone my supervisor!

Every day the question of the significance of this or that would crop up. I did my best to squelch these questions, because the text said nothing about them. Besides, I was keeping just about a page ahead of the class anyway. You see, I had to hand in my lesson plans in advance.

Questions like these still haunt me:

1. What would have happened if Hamilton had won the duel? (Would he have become President?)
2. What if Jefferson had become a school teacher? (Would there have been a Declaration of Independence?)
3. Suppose Washington had never crossed the Delaware? (What difference would it have made?)
4. What if there had been no rock for the Pilgrims to land on? (How big a rock was it anyway?)
5. Suppose Lincoln had not been assassinated? (Would the South still be solid?)

With problems like these coming up, it

EDITOR’S NOTE: *An American history teacher, Mr. Rutan finds, is always in a grim race with time. It would be bad enough without the hazards and hurdles that slow down the teacher’s sprint. Mr. Rutan teaches in Memorial High School, Millville, N. J.*

was fortunate that we never did get beyond the Reconstruction Period, for you can imagine what it would have been like from there on. As it was, one pupil kept asking, "What's all this got to do with us? These guys are all dead!" The only answer I was able to give (and it still sounds trite) was "In order to understand the present we must first know the past."

There I was in the midst of my struggle with history, when my supervisor informed me that Civics was part of social studies. "It must be taught," she said, emphatically. So I was left with no alternative but to drop the Civil War and turn to Citizenship; which I did, only to encounter worse (?) problems.

At least we were up to date! Here, I thought, was a wonderful opportunity to improve the community through civic-mindedness; in other words, get to the parents through the children. Here was a chance to exercise our "inalienable rights". I was enthusiastic over the prospect.

We visited the city hall; we interviewed the commissioners; we dined with the mayor; we listened to sessions in court; and we discussed all this in class. This almost proved to be my undoing! It seems that our class discussions were carried on at home, and soon were the talk of the town. Whereupon, I was summoned before both the board and the city commission.

I was told in no uncertain terms that never, never should I use the local government as an example in teaching Civics. Use any place but the home town! So, as a result, I found myself back in the Civil War, and I can assure you of one thing—it was a lot safer!

Another one of the problems in coping with social studies (There! I remembered not to say just plain "history") is to keep the materials of one course separate from

those of another. It would never do to have a course in Ancient History overlap one in Modern History, or Problems of Democracy repeat too much of United States History, and so on. I made this mistake, and believe me, you not only spend days but *nights* getting straightened out! What with correcting papers, tests, and notebooks, it's a wonder I ever had any time at all.

Just sticking to the facts—the dates—is time consuming, let alone considering their inter-relationship with one another. For example, if you have just three weeks to do it in, how could you cover the *causes* and the *results* of the War of 1812 and still cover the War *itself*? It's a tremendous problem! I also think that time should be allowed to consider the Constitutional Convention as well as the Constitution itself. Why, anyone would think it was made in a day by the way it's mentioned in the courses of study!

Time. That's what history needs. Time. And so do social-studies teachers. Why, I know for a fact that few of them ever cover the full course. Take me for instance. I never even finished the course! It was a struggle every minute, especially trying to live up to the aim of each lesson. And yet, if I had stuck to everything in the outline, I'd never have gotten anywhere. Why, I'd never even have gotten to the Civil War!

I still lack the courage to ask social-studies teachers if they have ever reached World War I. Come to think of it, the problem is worse than ever, now that this war is over, because not only do they have to get past No. I—they also have to get past No. II. And by June! Think of it. Poor souls, they'll need more than just days and nights to keep a page ahead of the pupils. They'll need atoms! Let's hope there won't be a World War III to cover, or won't it matter?



The biggest curse of education today is the crowded classroom.—JOHN H. NIEMEYER in *The American Teacher*.

CURRENT EVENTS

*An effective
flexible plan*

in the History Class

By WILLIAM H. FISHER

ALERT TEACHERS of history are constantly on the lookout for new methods of correlating current problems with events of the past. For a decade the writer has experimented with various procedures for including within history courses an adequate consideration of the pressing issues of the day. One plan which seems to work satisfactorily is that of having a news period at the beginning of each class.

We frequently have a student, a different one each day, act as chairman during the first minutes of the period. This chairman calls on his classmates for discussion of what they consider the most important recent events. This invitation usually elicits varying responses ranging from the consideration of some momentous political or diplomatic problem to a recapitulation of the latest football or basketball scores.

The student chairman remains in charge of the class until there is a slackening of interest, or until it becomes obvious to the teacher that there is danger of the class being sidetracked on a tangent of no particular significance. At this point the teacher resumes his position at the front of the class and proceeds to clarify or emphasize those special points in the news which seem to merit attention.

If nothing of great importance has been mentioned during the news period, the class is called upon to immediately turn its attention to the history lesson for the day. In these times, with the most momentous events occurring all around us, our usual procedure is to give the news session a position of more than passing prominence, and every effort is made to draw from pupils' remarks those facts which are relevant to the growth and development of democracy in the nation and in the world. It is plain that this orientation is founded on the supposition that a type of indoctrination for democratic concepts within the classroom is justified.

The procedure rests upon the further assumption that in the schoolroom of a democratic society it is not only permissible but desirable that controversial subjects be given attention. In order to generate a feeling of security within the breasts of those teachers who hesitate to discuss controversial subjects, it may be mentioned that the writer conducted a study in which he found that an overwhelming majority of the school administrators and high school and college teachers of the social studies who were polled agreed that it is quite within a teacher's right to express an opinion to a class, provided that he labels it as such, and provided that he does not insist that his students agree with him.¹

A necessary corollary of the plan for emphasizing current affairs in the history course is the encouragement by the teacher of pupil reading of all sorts of newspapers

EDITOR'S NOTE: Mr. Fisher explains how and why he uses a flexible plan of teaching current events daily in his history classes. He believes that history courses taught without frequent current events periods are inadequate. Mr. Fisher is in the history department of Ethical Culture High School, Fieldston, New York, N. Y.

¹ Master's thesis on the Teaching of Controversial subjects in High School Social-Studies Classes, University of Washington, Seattle, 1943.

and magazines, particularly the former. At the beginning of each school year the writer takes a sampling of the reading habits of his pupils. This frequently confirms the fact that what current reading is done tends to be limited to the "funnies" and the sports section.

The teacher then stresses the point that reading current material constitutes an assignment that never ends, and that students can at any time be held responsible for knowing what are at least the major trends of events on both the domestic and foreign fronts. It is further emphasized that reading must not be confined to newspapers or magazines of a particular political persuasion. The reading should vary, and those papers with a consistent bias are labelled as to their biases. Prominent columnists and commentators are similarly labelled, but no effort is made to prevent a student from reading or listening to what anyone has to say, provided he is aware of the basic opinions of the source of the comments.

Sometimes the class will consume a whole period discussing a particular problem which has been thrown into focus by the news. At other times the news portion of the period takes but a few moments. The teacher's sense of balance will have to determine how long the news discussion may proceed. Students would be satisfied to talk about the news all of the time. Obviously this cannot be permitted. History is important to the pupil's understanding of current events, and it cannot be ignored; the plan here outlined is in no sense to be considered a substitute for the teaching of

history, but rather its effective corollary.

In some schools, teachers may counter, "We have a Problems Course. Let the students wait until they are in the Problems Course to discuss the affairs of the day." Unfortunately the world will not wait. The problems of today will ultimately be solved only if we of today help to create an enlightened citizenry. Properly taught, history certainly is a source of mental training. It is a way of teaching students how to think about social problems. But by itself, it is not an adequate source. The students who will be in the best position to cope with the issues which they meet in adult life are those who have a knowledge of this world and its conflicts, here and now.

The plan outlined here is neither original or unique in its use. But it has proved its effectiveness, and the materials needed for the successful functioning of the program are accessible to almost all schools. Jumping from the present to the past presents pupils with chronological difficulties, but as the procedure is followed throughout the year, students develop an abiding social consciousness. They learn to understand not only the relationship of the past to the present, but the great importance of the historical approach in meeting today's issues.

It should by this time be clear to teachers of history and all the social studies that as the atomic bomb has outmoded existing means of waging war, so has it rendered quite ineffective many traditional modes of teaching. The new age of science makes a new kind of education a practical necessity.



Tip to Teacher Writers

The best way to mail an article to THE CLEARING HOUSE is to fold it twice and put it in an ordinary long envelope. Many contributors send their nicely-typed, fresh manuscripts to us flat, in 9 by 12 inch manila envelopes, feeling that the articles will present a better appearance. But under present postal conditions such flat manuscripts usually arrive at our office crumpled, with the corners bunged. Incidentally, we are always glad to receive articles from readers. You will find further suggestions at the bottom of the contents page of this issue.

Origin of the Concept "Education is a STATE FUNCTION"

By
CHARLES A. TONSOR

MOST TEACHERS know the phrase, "Education is a State function". But why is it? Offhand the answer is, "It is mandated in the State constitution". But again, why? Also, why are teachers, doctors, lawyers licensed? In New York the answer to all these questions lies in the fact that New York, as a sovereign State, inherited the practice as the successor of the British Colony of New York, which inherited it from Roman constitutional law through the English common law.

Education in Rome was not always a state function; in the republican period it was a private matter. However, as the imperial period of Rome unfolded, social crisis after crisis arose until in the third century A.D. the Emperor Diocletian was compelled to take serious measures for the reconstruction of Roman society. To do this he had to have educated citizens. For this he needed skilled teachers. He therefore offered certain inducements to get people to become teachers. His work, incomplete at his death, was continued by Constantine. Teachers still were few and hard to obtain, likewise architects, lawyers, and doctors.

In 321 A.D. Constantine reaffirmed the "liberal arts" (*artes liberales*), or the crafts or professions which enjoyed certain "free-

doms". He directed that doctors, grammarians, and other "professors of letters" should be free of "munera" (certain services to the state). They were not to be subject to suit and injury to their persons was to be punishable by a heavy fine. They were to be paid regular salaries, and while they might assume certain offices voluntarily, these offices could not be forced upon them. (Cod. Theod. XIII. 3.11)

In 333 A.D. another edict by Constantine confirmed all privileges granted by former emperors to doctors and professors of letters (Ibid. 3.3) and expressly exempted them and their children from military service and from quartering troops, "in order that they may more easily instruct many in the liberal studies and in the arts mentioned above". The need for trained teachers was offered to justify the immunities granted.

Constantine's ambition to make the new Rome the rival of the old led to an extensive program of construction and reorganization. Hence, to meet a pressing need, the former edict was broadened (A.D. 334) to include architects. In 337 A.D. the edict was still further broadened to include over thirty trades (*artifices artium*) which should be free from every type of "munera". Among the persons affected were doctors, architects, veterinarians, "free" masons, builders, carpenters, and so forth. (Ibid. 4.2)

Even the crafts were required to run schools for their own vocations. In 344 A.D. Constantius and Constans required "equal zeal in teaching and learning" of each "free" group as the condition of "freedom" and ordered them to take on qualified pupils. (Ibid. 4.3)

EDITOR'S NOTE: *Dr. Tonsor traces our principle of education as a state function back to the Roman empire, and reports that the basic scheme has not been changed in the past fifteen centuries. The author is principal of Cleveland High School, Ridge-wood, L. I., N. Y.*

Julian first required *licensing* of teachers, thus paving the way for trustees and boards of education. He provided that "Masters of studies and teachers should excel first in conduct and character, and secondly in eloquence." Since it was impossible for him to determine these qualifications personally, Julian required that the applicant be *licensed* by the curials (local district council) of his city before he could become a teacher. The decision of the curials was to be submitted to the emperor for his signature, so that approved teachers might begin their work with the authority of the state behind them. (Ibid. 3.5) They were subject to local supervision (*optimorum conspirante consensu*). There was one hitch to the procedure—*Christians were not permitted to teach the Classics*. This was later (364 A.D.) rectified by a decree of Valentinian and Valens, who also assigned physicians to definite regions of Rome and specified

that candidates for these positions should be selected on the basis of merit. (Ibid. 3.12-15)

Theodosius II and Valentinian III renewed the former grants of "freedom" and subjected teachers to close control, requiring a license of all who conducted *public* schools. The penalty for teaching illegally was loss of standing (*infamia*) and expulsion from the city in which the attempt was made. No license was required for those who taught pupils privately (Cod. Theod. XIV. 9.3, A.D. 425); however, professors in the state university at Constantinople were forbidden to do private teaching.

Thus arose the concept of education as a state function, the practice of licensing the learned professions, of designating trustees to appoint and supervise. There have been refinements, but the passage of a millennium and a half finds the structure basically the same today as it was then.



What Kinds of Guidance Do Pupils Want?

Being curious to know how students themselves feel about their own need for guidance, a few of the author's graduate students who are also teachers recently asked their own students to answer the following question:

Do you want any of your teachers to help you on any of the problems listed below? Please answer by writing "Yes" or "No" and give the name of any teacher whose help you would like to have.

Affirmative responses of the students from 7 senior and 11 junior high schools follow:

Sr.H.S.	Jr.H.S.	
709	1068	Vocational Guidance—Helping you to decide what occupation to enter after you finish school or college
612	1305	Educational Guidance—Helping you to select courses in high school, or to choose a college, or both
386	844	Social Guidance—Helping you to learn how to get along well

with other people: friends, teachers, parents

406 838 Moral Guidance—Helping you to decide what is right or wrong when you are not sure

364 882 Recreational Guidance—Helping you to find worthwhile, enjoyable activities for your leisure time

The students who answered the questions listed the names of a wide range of teachers whose help they would like to have. This suggests a possible use for the questions aside from collecting data. A counselor or a principal who is trying to interest more teachers in guidance might get a considerably better response if he could go to Miss Jones and say, "Here are three of your students who say that they would like to have your help on these problems. Will you arrange to talk with them at some mutually convenient time in the near future and see if you can give them the kind of help they want?"—ROBERT HOPPOCK in *Occupations*.

WHY READ?

Maybe we're wasting time on reading skills

By ARCHIE F. BOWLER

EACH YEAR our high schools are graduating boys and girls who cannot read intelligently. Most teachers and other educators recognize this but reject the theory that the schools are at fault. Why are pupils poorer readers than they were a few years ago? They are just as intelligent. The schools, methods and materials of instruction are improved. Teachers are at least as efficient and certainly much better prepared.

Pupils cannot read intelligently because they will not learn and they will not learn because it is no longer so necessary for them to be good readers. On the face of it this sounds silly and ridiculous. Surely everyone needs to know how to read and write in order to make a living or at least in order to enjoy life. But do they? They should be able to read simple English, but beyond that it depends entirely upon what they do for a living and what they consider enjoyment. There are a good many positions that require a high degree of reading ability. On the other hand there are many more that do not.

Look at the life of a boy thirty years ago and compare it with that of a boy to-

day. In 1916 a boy had to know how to read or he was definitely handicapped. There was no radio. Motion pictures were in their infancy and were entirely of the silent kind. In smaller towns they were not run nightly and matinees were few and far between. There were few automobiles to enable them to seek entertainment. Vaudeville was still in its heyday but only in the larger communities.

Home to this boy was more than a place to come back to when he was hungry or sleepy. It was a home to stay in during the evenings, and the main individual pastime was reading. Bookstores were numerous and prosperous and public libraries were much frequented places. Consider the enormous output of the writers of books for boys; there were the Rover Boys series, the Alger books, the Tom Swift series, the Henty books, and many others. Many of them were not so-called "good" literature, perhaps, but all of them were readable and entertaining. Interest in these books often led to interest in better ones later on.

If a boy wished to learn the news of his country or of the world, he had to read the newspapers. If he was interested in the result of the latest horse race, or prize fight, or world series ball game he had to read about it. If he wished to know what the President said in his inaugural address he must read the speech. If he attended the moving picture show he had to read the captions that explained the plot. If he was of voting age the only way he could find out about the platforms of the political parties and the qualifications of the various candidates was to read. And so it went.

I have given the entertainment motive

EDITOR'S NOTE: *Mr. Bowler believes that our machine age, with its radio and talking movies and specialized, routine factory jobs, is making it unnecessary for a large part of our young people to become proficient readers. He considers that in the case of many pupils, remedial-reading projects have three strikes on them at the start. Mr. Bowler is supervising principal of Lyons, N. Y., Central School.*

first because that is where it fits into the scheme of things for young people. If we in the schools could devise some form of popular entertainment that required youngsters to be able to read intelligently in order for them to enjoy it our troubles would be over. If teen-agers had to be able to read in order to "cut a rug" or enjoy a "coke" at the local juke box parlor they would read the eyes right out of their heads in their eagerness to become good readers. We could run school five months a year then, and take a vacation for the rest of the year and still accomplish more in the field of reading than we do now. It is a sad state of affairs, no doubt, but there it is.

The need for reading in order to make a living was not so obvious in 1916, but was there just the same. It was the time of individual award for achievement. Two lads could be working side by side. If one wished to read up on his job and become more proficient he was advanced and paid accordingly.

What a difference there is today! Boys and girls do not make their own entertainment. It is, for the most part, provided for them. There is a picture palace just around the corner. If their eyes and ears are in good condition and they have the price of admission nothing more is required or necessary.

Try this the next time your son goes to the movies. When he returns ask him about the plot and the actors. If you are willing to listen he will give you the entire story of both features. Then ask him what the titles were. The odds are against his being able to tell you. Why? Because he had to read the title on the screen and he couldn't be bothered.

If he is interested in the races, a prize fight, or a ball game does he read about it the next morning? You know the answer. He not only hears the results on the radio, he can actually hear them described while they are taking place. Very shortly he will

be able to see them as well, by means of television.

Visual aids play an increasingly important part in education today. Pictures in textbooks, pictures in sets, film strips and moving pictures are used for instruction more and more. This is done because we have found that pupils learn more easily when they can see what has taken place or is taking place. The armed services used this method almost exclusively. They taught what had to be learned easier and with much less time by these methods. But they certainly did not improve reading ability to any appreciable extent.

Why should little children read fairy tales when it is so much easier to hear them read and dramatized over the radio? Why should older children read of adventure, mystery or love when the air waves are full of such tales? Why should housewives read romantic tales in the evenings when they can cry over them all day long while doing their housework?

As reconversion becomes an accomplished fact small radios in nearly every room in the house will be commonplace. Political speeches—once heard by hundreds of people and read by thousands—are now heard by millions and read by hundreds. In New York state we have literacy tests for new voters. Yet all they need to know is the symbol of their favorite political party and how to pull down a few levers on a voting machine. That's all there is to it.

When a youth of today goes to work in a factory for the first time he is shown how to run a machine that does a very small part of the entire job. There is nothing to read. If he is twice as good a workman he turns out more work but very often earns no more. Information sent to him from the main office comes by way of the loud speaker rather than by bulletins to read. There are millions of people in this country today who could lead useful and contented lives with fifth-grade reading ability. Moreover, I will wager that mil-

lions of them are doing exactly that.

To be sure there are many people reading books, newspapers, and magazines today. The point is that they are reading them because they want to and not because they need to for either pleasure or profit. Many of them are doing a poor job of it, too. To be widely read today a writer is not required to be a good writer in the literary sense. To make people want to read him he must be sensational, or daring, or just plain vulgar. Witness the majority of the best selling novels of today.

To say that this is the mechanical and scientific era is to say what everyone already knows. The era is just beginning, really. No one denies that. Nor does anyone wish to turn the clock backward. These wonders of the modern world are good things. Visual education is much more efficient than the older methods of learning everything by reading. But what are we

going to do about teaching children to read intelligently?

If modern methods are so much more effective, other subjects should be taught in less time and thus give more time to reading. It doesn't work that way, however, for it seems that the time saved is used up by new subjects that are added to the curriculum each year. There is no question but that the adolescents of today have a great deal of information about a lot of things. When it comes to reading, however, they cannot compare with their counterparts of 1916.

Unless some method can be devised to make learning how to read a necessity in order for young people to enjoy themselves or, failing in that, a method can be devised to make them want to learn later in life, the art of fine reading for many will soon be a thing of the past.

Or does it matter?



* * GUEST EDITORIAL * *

Let's Say "He" Instead of "She"

A major source of irritation to readers of educational literature who are sensitive to language usage is the common practice of using the feminine rather than the masculine personal pronoun in referring to teachers. Many persons who ought to know better habitually say, for example, "The teacher, in dealing with *her* class" instead of "in dealing with *his* class". This is objectionable.

In the first place, good English usage requires the masculine pronoun when the reference is to an unidentified member of a group which includes persons of both sexes. Although many authors and factory workers are women, we do not say "the author at *her* desk", or "the factory worker at *her* bench", unless the context clearly indicates that we are speaking only about female authors or factory workers. Similarly, we should not say "the teacher in *her* classroom", unless the reference is to teachers of primary grades or members of other groups made up of women. It is true, of course, that the majority of teachers are women, but this is not a

sufficient justification for the practice here complained of.

The practice is objectionable, in the second place, because, by suggesting that teaching is women's work, it tends to discourage men from entering the profession. One of the weaknesses of the American high school has been its lack of an adequate proportion of men teachers. We need to adopt policies that will attract more good men into the profession. The practice here discussed not only fails to serve this purpose, but actually tends to discourage men from entering the profession. This is particularly unfortunate at the present, when many veterans are making decisions about their own careers. What "he-man" from Guadalcanal will be attracted to a profession in which he will commonly be referred to as "she"?

For the sake of good English usage and of a sound teacher-recruitment policy, let us reform our language habits at this point.—R. H. ECKELBERRY in *Educational Research Bulletin*.

What Happens to You WHEN YOU READ?

By
EVA A. MOORE

SO YOU are a student in the eleventh-grade American literature course of the Royal Oak High School? And you are wondering what you and I are going to do together this semester? I will tell you my idea and then you can tell me what you think of it.

Literature is a study of people. The author tells you what folks do or what they are like. Sometimes he is describing himself, telling you his ideas and beliefs. So when we talk about literature we are going to be thinking about people.

What questions shall I ask you about the selections you read? Shall I ask you what you think of the people, their actions, and their motives? If I do, and your opinions and mine do not agree, how shall I mark you? Individuals often disagree in the opinions they hold about the same person or the same action. If I were to stand all the boys in this class up in front of the room and ask each girl to write on a slip the name of the best looking boy, the names on the slips would not all be the same. It is even possible there might be as many different names as there are different boys.

But perhaps we can decide whose opinion is best this way: I am older than you, bigger than many of you, and I am the teacher. If you and I do not have the same opinion, shall I assume mine is right and

give you an E? It is hard to know how to grade opinion answers, for each of us is tied to his own opinion and not inclined to think the opinion of another is as good. If we did, we would accept it as ours.

An easy way out of our difficulty would be for me to ignore your opinion recitations and mark you only on reading accurately or recognizing certain techniques of literary construction.

I will illustrate each of these approaches by a question. You have read "The Three Johns" from *The Autocrat of the Breakfast Table*, by Oliver Wendell Holmes. I may ask you who the three Johns are. If you reply, "One is John as he knows himself; another is John as someone else knows him; and the third is John as he really is," that is an accurate answer. If accuracy is the only skill you and I together are trying to develop this semester, that is an A answer. Or I may ask you what type of literature this selection belongs to. Then your reply, if you say "Essay" and give identifying characteristics, is also graded A.

But accuracy is not enough. The electric eye that opens the Ford hospital door for you, sees what to do and acts. It is never lazy, as you and I are sometimes when we see someone with his arms full and yet do not open the door for him. The dictaphone listens, writes, never forgets, talks back when it is told to and at no other time. It never goes to the movies when it should be working. The electric typewriter in our local telegraph office writes exactly what someone in San Francisco or New York tells it to. It never gets tired or makes a mistake.

EDITOR'S NOTE: Miss Moore explains the four levels of pupil reaction to reading assignments, and why she uses a corresponding system of grading. The author teaches English in Royal Oak, Mich., High School.

You cannot equal these machines in accuracy. You cannot give material back to me on a test at the end of the week with an accuracy in remembering and retelling equal to that of a machine. If you are to be any better than a machine, you will have to be able to do something important that a machine cannot do.

To be accurate is an important skill, but accuracy is not enough. If you and I accept that skill as the most important one to develop in this course, then we are saying that to report accurately the idea of another and to recognize the style in which that idea is expressed is a more important skill than attempting to develop our own ideas. This last skill seems to me the most important, and surely its development must not be left out.

No machine can think. Can you think? Thinking is more than just reading and giving back to some teacher what you have read. Let me tell you what I consider good thinking about what you read.

To begin with you must know what the author says. If you start with incorrect understanding, you will be handicapped. But knowing what the author says is not enough. You must be able to find in the many words the author uses, what his main idea is.

Let's take a story and see how this works. In *Literature and Life* (Book III) is a poem entitled *Little Giffen*. You have already been assigned that poem to read. I am assuming you can tell me the story accurately. If I had called on you and you had done that, you would have done the work of a good dictaphone.

But I wish you to try to do a higher level of thinking. Ask yourself, why did the author tell this incident? He believes something. He believes it about all people who do what Little Giffen did. He wants you to believe it too. He thinks that idea is so important that he makes up this poem to lead you to believe as he does. (The idea

is: the most wonderful people are those who die generously for their country.)

If you discover the idea the author holds, you have moved to a higher level of reading than if you had been able only to repeat the story he told. But we cannot stop now. We know what the author said, we know what his main idea was, but we have not considered whether we believe what he said and agree with him as to its importance. You may agree with him completely or partly. You may believe his idea is true under certain circumstances. Do you believe the idea of the author concerning Little Giffen is a wise one for people to accept generally?

Probably we will all agree that Little Giffen had splendid determination and courage, characteristics we admire. Are they the most important of all the virtues? Should we consider whether they were exercised in the most useful way? Should General MacArthur have stayed and died on Bataan? Is no man who was not in combatant service for his country as worthy of praise as any of the men who died in service? Is there no heroic peacetime action equal to Little Giffen's?

I have been describing four levels of thinking that your recitations may illustrate:

Level and Description	Grade Recommended
1. Incorrect understanding	Failure or barely passing
2. Correct understanding	Average
3. Telling the author's idea	Better than average
4. Telling why you disagree or agree with the author's idea. This level should include reasons why the idea is a useful or harmful one for people to accept.	Best

Let me see if you can distinguish among these different levels of thinking. You have been assigned to read "The Three Johns" from *The Autocrat of the Breakfast Table*, by Holmes. When asked to comment on that selection, five pupils gave the following

answers. On what level of thinking would you place each answer?

1. No one really knows himself.
2. One John was your ideal John, the one you and your mother would like you to be.
3. If folks realized how little they know themselves and others, they might try harder to know people and so lessen the misunderstandings that occur.
4. The three Johns are: the John you think you are; the real John; and the John I think you are.

5. There are as many "I's" as there are folks that know me.¹

That is all for today. Will you tell me tomorrow what you think of my using the levels of comment as the basis for your marks for this semester?

¹ Key

Statement	Classification	Rating
1.	Important idea	Good
2.	Incorrect understanding	Poor
3.	Telling why the idea is good or bad	Best
4.	Correct understanding	Average
5.	Important idea	Good



Reading the Funny Paper Out Loud

So often there comes a lull in the English class, perhaps occasioned by a shortened period because of an assembly, when there doesn't seem time enough to start the lesson of the day. Or, perhaps you are asked to keep all those who do not want to go to the afternoon games, and you find yourself with a group of restless teenagers. Or maybe it's just "one of those days" when you feel the need for getting away from the lesson of the day. Perhaps here's the answer.

Teach the class how to read the funny papers aloud to children. Most of them have younger brothers and sisters, or they take care of neighborhood youngsters. Few people can do an entertaining job of this reading; yet the techniques are simple, and it's a lot of fun to learn. Remember, too, that everyone likes the comics.

Back in the cupboard I keep some newspapers. I have several scrapbooks started; and whenever I have time, or find some student with idle time, we work on continuing the scrap books. I try to keep a variety of strips, for the technique of reading "Superman" is certainly different from that of "Donald Duck".

Allow the group enough time to browse around and make their selections. Remember, they will enjoy re-reading several of the strips; they are getting pleasure out of this.

The size of your group will be the factor which decides the next step. If you have a large group—say, twenty-five or more—a group discussion will hold the interest better. Have the group decide why it is necessary to have in mind a particular person to whom the student will read. Discuss the differences that the age, sex, and temperament of the

child will have upon the reading of the same strip. Have them think through the reasons why the reader should think also in terms of the time of day when the comic is to be read, for the early Sunday-morning time requires the bringing out of details which the bedtime reading minimizes. The Sunday issue means a different length of comic and frequently a difference in plot from the daily strip.

Always allowing for individual differences, a class still discovers that there are certain basic criteria which, if kept in mind, will make for more effective reading. If a three-year-old likes one person's reading, usually all three-year-olds will like to have that person read aloud.

The group should next discuss what speaking voice requirements there are for any of the so-called "real life" comics, as compared to the "animal-speaking" strips or the "futures" like Flash Gordon. The group may never arrive at a definite conclusion, but the details discussed will stimulate the imagination of many in the group.

Since some comic strips strive for a continuing plot and others make each day tell a separate incident, the group should discuss this.

Individuals are now ready to read. The reader should tell the group first what listener he has in mind, and the group then will judge the performance on the basis of the information offered.

Not all students will have a chance to read, unless the class is small; but all will have had a chance to apply speech techniques to a practical bit of everyday reading.

Never dread the "lulls" in English. The students won't.—HELEN KNOLLENBERG BOTTRELL in *The English Journal*.

Could Be the Place is

*Athletics sponsors a
raucous "school spirit"*

HAUNTED

By WENDALL W. HANER

IF YOU HEAR weird wails issuing from the gymnasium locker room one of these days, don't be surprised. The chances are that your "school spirit" is a prisoner of the athletic department. And, if that is the case, it should haunt you! Yours may be one of those educational institutions where school loyalty is measured by leather lungs, a hoarse throat, and horsier actions.

An incident occurred recently in one of our high schools which reveals the warped attitude developing in the minds of some students. A pupil whose common sense had just been drowned in the lather churned up by a frenzied cheer leader came tearing along a hallway emitting "Yea, team!" at every third jump, and disrupting work in four nearby classrooms. When a teacher stepped out and reprimanded him, his retort was, "Where is your school spirit?"

Perhaps he would also have led a brass band down the corridors of a hospital and yelled at the frantically objecting doctors, "S'matter, don't you guys appreciate music?" But I doubt it. The school program is unique in its misdirection of the basic enthusiasms of youth for the group of which it is a part.

Students merely go by what we show them, as in the case of the little boy who

thought that his birthday cake *was* his birthday. That is why the meaning of that important phrase "school spirit" needs deepening and broadening and an active program of re-interpretation, promoted by those responsible for student attitudes.

Young people whose finest emotions and motives have been given but one officially recognized mode of expression—hurrahs and horseplay—are poorly prepared for future citizenship. They can be the easy prey of any political or social crackpot who specializes in a loud and lusty cheering section and a noisy campaign.

Just what is school spirit? Perhaps it could be defined as a feeling of love, loyalty, and enthusiasm for one's school—for the people and the activities connected with it. It has close relatives in the spirit of friendliness, the Christmas spirit, and the spirit of good-will toward others.

To put the picture in concrete form, it is the same feeling and takes the same form of expression that one has for a personal friend. We choose the friend because we enjoy his company, get along "swell" with him, take pride in his special achievements, value the mutual aid and inspiration derived from the friendship, and get such great satisfaction out of the personal responses involved. We are proud to say, "He is my friend!"

Then we study him to see how we can please him and strengthen the friendship. What does he like? How can he be helped? Do we have some particular talent or ability which we can offer him?

Why shouldn't students look upon their school in this same light? Their affection

EDITOR'S NOTE: *The "Yea, team!" type of school spirit, Mr. Haner holds, can become a bit too obstreperous. He has some different ideas on how school loyalty should be fostered. Mr. Haner teaches mathematics and social studies in St. Joseph, Mich., High School.*

for their school should be the result of enjoying their associations within it, the pride they take in the splendid achievements and traditions built up by the school, the aid and inspiration they give to and receive from their educational activities, and the personal satisfactions they get through growing and developing with the educational system. They should be proud to say, "This is my school!"

As with the friend, the all-important next step needs to be stressed. Pupils must be led to look for ways of strengthening the school relationship—methods of expressing their school spirit of love, loyalty, and enthusiasm. What does the school like? How can it be helped and improved? Is there some special talent or skill which can be offered to make its program a better one?

The school likes and needs friendly, cooperative students. It requires good equipment, well cared for. It is helped immensely by interesting club groups and activities with good leaders and helpful followers. It needs smooth-running, pleasant class programs which only interested, energetic pupils can produce. Keen-minded young people with a desire to achieve can make it a place for the development of outstanding leaders for the country tomorrow.

When an individual says, "I am proud of my school!" his pride should take in a lot of territory. It ought to include pride in its appearance—neat lawns, pleasant classrooms, and attractive study halls. It should contain a heart-warming joy in the friendly contacts with teachers and fellow-students. A glow of satisfaction in the records of scholarship and leadership achieved should be part of it. And there must be reason to glory in the happy feeling of belonging to the school's big group of friendly people.

Giving a lot of wild yells in the school

gymnasium or hallways falls far short of expressing such deep, meaningful thoughts and emotions. Cheers for the team have their place in one small department. But as expressions of school spirit they are more like the "neighborhood spirit" shown by cats howling on the back fence along about midnight.

How would it be to give a bit of recognition and praise to some manifestations of school spirit of the more genuine and valuable type? A club group in Grade 10 presents an hour's program for a special assembly. Pupils in a certain homeroom collect money to help a poor family whose child—a fellow-student—is ill. Two teachers and a dozen industrial-arts students give many extra hours of time and effort to installing new desks and equipment in a classroom. An art class spends many days doing new murals for the entrance to the school building. A girl who has to work after school and week-ends makes such splendid use of what little study time she has that she is always on the honor roll for scholarship and is an outstanding school citizen.

It is barely possible that, in the long view, these expressions of school loyalty and enthusiasm may outweigh the booting of a football between two poles, or puffing around a cinder track three inches ahead of Puddleville's finest. If so, maybe they should receive attention and recognition proportionate to their value. And with a new sense of values and a clearer perspective, the students could make a better school and a better future for themselves.

This school spirit business can become almost a "way of life" in educational institutions. Why, then, are we permitting the sports program to monopolize and narrow its energies and its possibilities? Let's release the "spirit of the school" from its long imprisonment before it becomes

a skeleton in the closet.

DENTAL GUIDANCE

Reduces Defects at Cole

By
JOHN M. EKLUND

SINCE THE inception in 1940 of what we at Cole Junior High School term our "guidance" program, increasing emphasis has been placed upon health education. While there are some phases of child health that are covered by statute, the law does not mention many others that are extremely important for the child's well being. Our guidance program has been concerned with the coordinating and the extending of these services.

One of the over-all aims has been to gain as much knowledge about the whole child as possible—his health, his habits, his abilities, and his attitudes. Hand in hand with this aim goes the one which we hold for the child himself—that he may understand as much as possible about his health and his physical well being. Keyed to this latter aim is the part of the guidance program with which we are herein concerned. In working with the various health services to establish hygienic habits and broad, comprehensive health knowledge, we are

moving toward the making of the child into a whole being.

Health information and facts can be taught; understanding and attitudes may be acquired by the child through his experiences; but health habits are the result of the child's day-by-day activities. Therefore, as teachers of health guidance we can and do expect children to *know* about their health and their body in all its phases. When and if we *change* their practices and habits we have a right to be much surprised. The gap between knowledge and action is still a wide one.

The specific phase of health with which we are here concerned is that of dental health. Throughout the junior-high-school level at Cole the child's mouth is examined three times, in the 7B, 8B, and 9B grades. Guided by the results of these examinations, the school nurse carries on a complete corrective campaign with the most serious cases. The guidance teachers preach the dental examination, and make, by consultation with each child, a complete follow-up.

All pupils who need dental care are urged to secure it through their own dentists, while indigent cases are referred to the Denver Public School Dental Clinic by the local school nurse. In practice each child sees a dentist at least once a year, because of the vigilance of the guidance teacher and, in extreme cases, the aid of the school nurse.

In the seventh grade we attempt to teach the child about his mouth and his teeth—the structure of teeth, kinds and number of teeth, and defects and diseases of teeth. In

EDITOR'S NOTE: Mr. Eklund writes, "We at Cole Junior High School are sold on our program of health guidance. We believe that it works. Not only does it have immediate effect upon the child, but even the walls of the building resound with the hum of 'health consciousness'. From time to time we try to evaluate various phases of this program in an objective way. The accompanying article deals with the dental phase of our health guidance work." Mr. Eklund is a member of the faculty of Cole Junior High School, Denver, Colo.

the eighth grade, diet for healthy teeth is taught, with a review of the tooth structure and of other seventh-grade instructions that need re-teaching. In the ninth grade the teaching is centered around the economy of healthy teeth as well as the aesthetic value of attractive and sound teeth.

Our dental guidance rests thus upon two foundations: (1) the periodic examination with the counseling follow-up, and (2) the presentation of knowledge, the inference of correct attitudes, and the suggestion of good habits.

To evaluate this type of program is a difficult job. There are too many elements that are uncontrolled: different dentists doing the examining, large numbers of pupils coming in from outside the program, varying home and environmental conditions, as well as many personal differences that are always present. Nevertheless, during the past four years we have attempted to evaluate by a series of statistical studies in which the traditional curriculum was compared to the guidance curriculum. None of these previous studies was conclusive enough to be of any great significance.

One phase of the study made this year was the comparison which is presented in the accompanying table. The examinations were given to the 8B, the 8A, and the 9B grades. The comparison was made on the basis of six examining factors, between the groups which have had previous guidance experience and counseling, and the group that is new to Cole this year and has thus not been tested previously in our school.

As the table shows, the occurrence of the first five dental defects ("dirty mouth", "bad gums", abscessed teeth, extractions needed, and "bad mouth conditions")

among pupils new to Cole ranged from 17% to 26.4%, while among pupils who had been "in guidance" the range was 7% to 15%. We may say roughly that pupils who had not had the benefit of the dental guidance program had about 84% more of the five dental defects than did the pupils who had been in guidance. In the case of the sixth dental defect listed, the average pupil new to Cole had 25% more cavities.

TABLE

COMPARISON OF OCCURRENCE OF DENTAL DEFECTS IN PUPILS NEW TO COLE AND THOSE WHO HAVE BEEN IN GUIDANCE PROGRAM AT COLE

<i>Factors of Comparison</i>	<i>Pupils New to Cole</i>	<i>Pupils Who Have Been in Guidance</i>
Pupils with "Dirty Mouths" ¹	22.6%	13.4%
Pupils with "Bad Gums" ²	17.0%	12.7%
Pupils with Abscessed Teeth.....	22.6%	7.0%
Pupils in Need of Extractions.....	24.5%	14.0%
Pupils Whose Mouth Condition Is Indicated as "Bad".....	26.4%	15.0%
Average Number of Cavities per Pupil	4.0	3.2

¹ Lack of oral hygiene—food debris and green stain present.

² A direct result of lack of care; gums, puffy and red, large deposits of tartar.

The data in the table are by no means either wholly significant or conclusive; on the other hand they are meaningful for they assure us that somewhere in the teaching process, or in the counseling, or in the follow-up of the school nurse, perhaps in a combination of all three, lies part of the answer to the problem of keeping sound teeth in a healthy mouth.



The average board of education finds its time too much taken up with routine business matters, like who is to get the coal contract, or with trivial items, like whether or not girls may wear slacks to school.—GEORGE D. STEVENS, board of education member, quoted in *The American Teacher*.

DEAR TEACHER:

A Bouquet of Parents' Letters

By BELA SPEIGNER NEWMAN

FOR MORE than a decade my husband played the role of Solomon while teaching in the rural schools of Alabama. During those years he was confronted with problems that would have caused even that august personage to lose his reputation for wisdom. Worried patrons came to him seeking to understand why their Johnnie's report card was so unsatisfactory or to complain that their Mary and Tom and Jane had been sinned against by partial teachers or abused by rowing neighbors.

There were many who, lacking the time or transportation to come to the school to see him personally, wrote letters which were delivered to him by their offspring. Some of these letters I carefully preserved because I felt that through them the writers revealed much of themselves. In offering them for publication I want it distinctly understood that the writers (many of whom I knew and loved) are not being held up to ridicule. And I hope, as you listen to them bare their breasts to the teachers of their "younguns", that you may see them as they really are—a people whose usually inarticulate natures can be instantly changed by anything that they feel might affect the welfare of their children.



EDITOR'S NOTE: *Over a period of years Mrs. Newman saved some of the most interesting letters written by parents to her husband, a teacher in the Alabama schools. She selected the letters presented here, not because of their sometimes startling illiteracies, but because they are human and revealing. Mrs. Newman lives in Athens, Ala.*

These letters are being presented without comment, since each tells a story all its own. The names used are purely fictitious, but no other changes have been made in the letters:

Dear teacher—there is a mistake in my children report because I look after their papers every night, And they have been making their grade nice and I am not going to Sign until they are changed and fixed right.

from their mother
Mrs. Fox

Dear teacher,

I understand that children are hard to control when there is only three or four and that it is much harder to do with a large bunch, Grafton has been coming in and telling me about some trouble you an him have been having he told me an showed me some words which he had to write a hundred times. He had wrote wrote and wrote last night untill he was very tired so I wrote a few words for him He came in this afternoon an told you made him right them that I wrote for him over again I was not pleased with it in any way I guess that you understand that I am sending Grafton down there to study an not just to write words for you. Do you know the money which we have out here dont grow on oak trees nor do we go out and dig it out of the ground we have to work like the devel to get it If Grafton does some thing which he needs punishing for from now on you either padle him and I dont mean beat him either I have been told that you didnt give padlings you gave beatings but I suppose you better not beat him when he

needs punishing you can make him write if you wish to but you must furnish both the pincial an paper for him to do it on I dont think from the best I can learn you dont treat all the children just a like. But I had better not know of Grafton getting in trouble any more when other are doing the Very same thing an you dont punish them. I understand that Grafton sit back close to the back of the room Grafton is slightly hard of hearing and dont understand things very plainly when he is a little ways away from anyone speaking I would appericate it if you would move him closer to the front I wont Grafton to do the right ways an to obey you an I also wont him treated right.

Sincerely Yours
Mrs. Parker

Dear Sir:

Im writing you this in regard to some little difference between Mrs. Kenn and Marie.

I certainly do not object to Marie being punished reasonably by her teacher or go against any of the school rules, and I wrote Mrs. Kenn a note a few weeks ago asking her to please not keep her in after school any other time I do not care. But I am not able to do anything much and Marie has the house work to do. So thats the reason I dont want her to stay after school. The evenings are so short she cant have time to cook supper and milk the cow before dark after she stays in and walks home Marie can explain this to you so you will understand just what I mean I think she could have arranged for her to have worked some other time besides after school,

Mrs Ford

Dear teacher-i am stoping my little girl till i get these lies straightened out i will not stand for nothing like this at all you come out here this morning and bring her teacher with you if you want to. i like to talk to both. this girl will show you how to come out here with you. thank you.

Mrs. Reed

Dear teacher

You will please consider my little girls grades more careful

Not satisfacture.

Mrs. Rich

Dear teacher,

Miss Green called John up to "make like" he was talking over a telephone. John has never, never talked over a telephone and told her so, but she proceeded to try to force him to do something he knew nothing whatever of and John became Stuborn and I guess, done some wrong but I feel that Miss. Green took the wrong proceedure.

I, therefore am asking you to make a fair and impartial investigation and report to me this afternoon for which I wish to extend to you my appreciation.

Please just merely state that as to John's guilt and if you think Miss. Green's intended punishment is fair.

Please ask John, Also his classmates and Miss. Green. John has always been perfectly truthful to me-However he goes wrong other ways sometimes.

If he *deserves* Punishment I do not object.

But I'm sure he was very sincere to begin with at least, for if he ever seen a half dozen-telephones in his life its more than I really know of.

Bus is coming-Must close,

Thanks,

G. A. Stevens

Dear teacher,

I will write you a line to let you know that I was sorry that you stoped my child from school. and she caught the eatch from Amy Johnson that is in the 7th grade, And I will be glad if you will stop them.

Mrs. Wingard

Dear teacher Say I jest want to let you no that Mr. Cook cuarese Mrs. Maude Black on the school Buss and she has the each and it is against the rule your friend

Lula Maxwell

Dear teacher,

Have learned for some time that you have been asking my child Mary for her report card and she didn't know what to tell you. She didn't get a report card at the end of school only got a sheet of paper but it has been destroyed now. There was two children in the seventh grade last year who did not quiet make the grade and Mary was one of them. Altho she hadn't said anything to you or any one about it. The first day of school she told me that you said any one whose record was not clear to see you before buying books but she didn't see you she saw Mr. Jones the one she went to school to last year and he told her that she could go to the 8th grade and he also told her that she wouldn't have to say anything about not passing. Atho I think Mary can make the 8th grade and I want you please to let her stay in there this year and please sir don't say anything about this to the other pupils. This is my request. They say that you can force children to go to school but I shall not let her go back in the 7th grade.

Mrs. Grimes

Dear teacher

in looking over Myrah's conduct report it seems pretty bad. please let me know if this is correct

Yours truly,
W. C. Thomas

P. S. After you have looked this report card over send it back by Myrah and we are ready to sign it.

Maude Thomas

Dear teacher I kept Levi & Flossie out to help set out potatoes slips Tuesday and Wednesday

Yours lovely & truly forever
Mrs. O. M. K.

Dear teacher

Eugene stayed at home tuesday because he was sick with croup.

he stayed at home today because his

cousin came to see him that he had not seen for a long time.

Ella Justice

Dear teacher

Horrie Jr. was absent because the Buss didn't stop for him
the one that had the buss to quit stoping at my house is the only one to blame.

Mrs. A. F. Martin

Dear teacher what has Helen done to you? Why are you treating her just like you have? It seems strange She has always got along so well and now I am all upset about her I want you to notice her some and don't bother to tell her her teeth are dirty either She washed her teeth yesterday I saw her she came home all ready to quit school because you said She hadent washed her teeth Children need a little praiseing once in a while. Im sure she made lots better on her report than all those F's. If you would go to Miss Gray she would give you an idea how to handle Helen. please see if you can do something Id be real glad Miss Gray could take her in her room I believe she can handle her different to you.

Mrs. E. C. Caster

Dear teacher

Annie Ruth can't come.
We went to the show last night and she was taken sick down there and We had to bring her home and she can't get up off the bed ahadely and can't eat a thing

So that all
Mrs. Pinkie Johnson

Dear teacher,

Please do not pin a pig on Oba any more as I do my best to get him there neat and clean. I will appreciate it more if you will be as strict on teaching him his lessons as you are pinning the old pig on his back. He can not learn anything crying and worrying over something he positively is not guilty. If you don't like this note hand it to the principal.

Oba's mother

Mrs. E. W. Jones

Teacher

As to Nolan & Wave report cards I am not pleased with all. The way you have them marked up.

I will bring them back in a day or to.

A. J. Turner

Dear teacher,

Helen taken some oil last night. she might have to be excused in time of Books today.

I was right well pleased with Helen's report card. she was so bad dissatisfied at first I was afraid her report would be bad. But she is taking an interest now and I think it will be better next month.

thank you.

Her mother

Dear teacher

We live one half mile from the Bus route and my children is to little to go through the rain and cold and I've got nothing to protect them from the rain and cold and the bus driver on this route says he'll come up here if its agreeable with you and I cannot send them anymore without the bus coming to my house. And its open range out here and lots of fighting cows and theres a good place for him to turn.

Yours truly

Mr. W. W. Purdue

Dear teacher

i will take the time in ancer your card we got five days past an be glad to tell you why our chrident is not in school we would be glad for them to go now for they have not got nothing to wear to school and we just cant get them nothing for we did not make much on the crop this year and they don take ever thing over on the det so we cant get a thing only as we can get a day work to do an it take about all we can do to get by we sure do hate to keep them out an want to send them but just cant untill we can get them sumthing to wear We went to miss heart [Co. Welfare worker] to see if she wood help us put them in school

but she said she cood not help us so we just help it we cant get a thing they take our mule corn cotton an ever thing so dont think hard of us

You truly

A. E. Black

Dear teacher

Please dont give Mary Lou Yancey no shots [Typhoid shots]

Ben Yancey

Dear Teacher Cliff Said he had to Stay in on the account of his teeth not being clean you are mistaken he Sure did Brush his teeth this A'M hd had to take medicine 2 years and that is what ails his teeth So please let him come home as he should.

R. T. Byrd

Dear teacher let Lindy leave the room when she ask you I have give her som black draugh All ways let her go When she ask you her kidnes aks a lots

Mrs. Marsh

dear friend,

I wont to write you a fue lines this AM as I havent no time to go up. there this time and talk with you

Linnie tells me that you have Been having some trouble with Eunice, About her frachious Ways. I wont to tell you about her. its not her. ways. realie, its her. conditions. The Doctor says. its her. nerves. from having to, long. spells of pnunomia. she. has. had pnunomia. for. 5. weeks. at the time twice. And the Dr. says. its made her so. nerviesome. she can't Bee still no-where—But listen Whip her Just the same—Whin she needs it But don't Whip—her—about the Hairsons. By-name. Just the name of a Hairson is enough without me telling you anything else—about them linnie said you kept eunice in With just a Bunch of little Boys—yesterday evening. Please don't do that anymore Whip her—and send her home.

With love Mrs. Holmes

THE OPEN DOOR:

Cooperative plan for teacher and librarian

By EVELYN I. BANNING

The love of books, the golden key
That opens the enchanted door.

Ballade of the Bookworm

WHAT IS the place of the library in the school and in the curriculum? How do I, as the principal, view the library and its fulfillment of junior-high-school needs?

Let me answer it this way. The library, I feel, should be increasingly intracurricular, within the curriculum, a vital part of it, and not extracurricular, not judged apart from the regular course of study as something extra. It is not just a matter of an open door. The important initial step is placing the library in the curriculum of the school. No matter how many open doors there are, the administration and the teaching staff, as well as the librarian, must be cognizant of the true function of a library in a school if the educational growth of youth is our aim.

To help reach this desired goal in our school, a course in library usage was offered and given by the librarian. During the first year the course was given to both grades seven and eight, but after that to grade seven only, with an assigned library study period for grade-eight pupils. During this library study period individual assistance is given whenever needed, and an opportunity is offered every eighth-grade pupil to use the reference materials.

No special period is assigned to grade-

nine pupils, since it is felt that, with the training in grades seven and eight, grade-nine pupils will be ready to make their own decision on their library needs and usage.

The material used as the basis of study for the reference work in the library course was, and is, the subject material in the actual curriculum of the school. No reference books or subjects are studied as such without subject correlation. The functional approach is the desideratum of good library teaching. True enough, it requires knowledge of the curriculum of the school; but, in my estimation, unless the librarian integrates the work of the curriculum with the library study, the gains are negligible. And I personally see little value in short-period courses as an adjunct to the English class work.

The unit of library study within the course is, however, valuable as a supplement, provided always that the need for use of a particular reference is clear to the pupils at the time of its study. We really never need fear duplication in any teaching. Rather should we help pupils attain a unity in their thinking; certainly the course in library usage is a help toward that goal.

As a unit, the junior high school serves three major purposes: to provide a more gradual transition from elementary to secondary schools; to enrich the curriculum of grades seven, eight, and nine; and, most important of all, to recognize the nature of the varied and changing physical, mental, and social needs of these early adolescent years. The library should occupy an important position in all this growth.

EDITOR'S NOTE: Miss Banning offers a principal's ideas on methods of increasing the effectiveness of the school library in the curriculum. The author is acting principal of Andover, Mass., Junior High School.

Although it is valuable for the library to offer many open doors to subject material and reading, and to have available as many tools as the school can afford, it is even more essential that the library in a junior high school, through its democratic attitude and through its fostering of cooperation and fair play, not only reflect the democratic tone of the junior high school but also lead in its establishment through recognition of individual differences. These growing-up years of the junior-high-school pupils need teachers—and a librarian—who plan their teaching in view of this growth. No circulation figures on books will ever do the librarian's work justice, for it is not in numbers that the value of the work lies, but in meeting adequately, and ever more adequately, the reading and study needs of boys and girls.

Perhaps all of this sounds very general in tone. Shall I be more definite and make a few observations and suggestions? Now that I have outlined briefly the goals of a junior-high-school library, do I have any suggestions? Yes, several.

My first suggestion: that subject teachers be asked to submit to the library a brief outline of the units of work to be covered, these to be submitted in advance with bibliographies of books desired for reference.

My second: that teachers know, by visit and by checking with the librarian, the facilities of the library for both teachers' and pupils' use.

My third: that teachers make out their own reading lists with full knowledge of the library and its contents.

My fourth: that the librarian teach library usage as a unit of its own, unattached to any subject, but part and parcel of the entire curriculum.

My fifth: that the librarian, through her knowledge of the curriculum, build the library and its facilities in light of curriculum needs, as well as in keeping with the reading interests of junior-high-school pupils.

My sixth and last: that no school librarian be required to defend her work by circulation figures.



Who Gets Pay Raises?

When just another mine or mill joins the union no one thinks much about it, but there are repercussions when educators unionize! Then people sit up and take notice—people who ought to—for this action is significant. The white-collar class, of which teachers are a part, has been notoriously slow to organize, even though its standard of living has been falling lower and lower (its real earnings declined 5 per cent during the war as compared with an increase in the real wages of organized labor).

The average white collar worker, despite this knowledge, has a conditioned negative response toward unionization—conditioned by a superiority complex hardly substantiated in fact, by an antiquated expectation of getting "in" with the boss and his pocketbook, by an environment which encourages competition rather than cooperation among co-workers. But this response is conditioned largely by a middle-class devotion to the conven-

tional "None of the other men of my social position join unions, why should I?"

So when teachers, who are certainly engaged in the most respected of all white-collar professions, collectively find the good sense and social awareness to form unions, the rest of the white-collar categories should not be slow to follow. This is leadership—courageous leadership—in the true sense of the word. If the teaching profession sees what is right and dares to act in accordance with that belief, then the precedent will have been set, the community will follow, and one vital support in the nation's wage structure will rise from the substandard.

Because they are the well informed, clear thinking, articulate heart of the community, teachers are expected to create precedent in this manner. If they fail to do so, they are evading a clear and present responsibility.—KERMIT EBY in *Teachers College Record*.

MASS PRODUCTION

methods applied to PUPILS

By PHILIP R. JENKINS

MUCH OF THE TALK about progressive and conservative education is so much poppycock. Why not admit we have mass education in most public schools and apply the methods of mass production?

A teacher of 15 years' experience, I have been motivated during the last four years by patriotism and a shrinking income to work nights and summers in industrial plants. Here I have seen at close range the methods of mass production, and I have come to think we should apply these methods to our public schools.

Understand me. I am not in favor of mass production methods applied to human beings, but as long as we teachers are forced to conduct four or five classes a day, each class numbering some 35 or 40 (175 personalities a day), we may as well concede we are operating in a system where mass production methods can be applied for greater efficiency.

Industry keeps track of its workers' time by means of time cards. Each worker has a card. These pasteboards are inserted by the worker into a clock, and the time of arrival and departure is automatically printed thereon. In workers' language the

operation is known as "punching the clock". Such a system introduced into the schools, a card for every teacher and student, would do away with much of the record keeping teachers now do, thereby giving them more time to do something else. Besides, it would eliminate the mistakes all teachers make in their attendance records. A girl could be hired for about \$25 a week to keep track of the cards.

How better can one handle 175 pupils a day?

Industry also breaks down jobs so that each worker does only one small part of a complete piece of work. This speeds everything and everybody up, and a worker doing only one small operation over and over soon becomes proficient. A time-study man hovers at his elbow, studying his motions with the idea of speeding up the operation even more.

Translate this into teaching, and we can see a long line of teachers seated comfortably at desks while the clock-punched pupils pass before them—on an endless belt, perhaps. Each teacher would have only one bit of wisdom to impart.

What more efficient way is there for handling 175 pupils a day?

In a factory I have never seen any time wasted in learning the names of things. Every tool, gauge, piece of machinery, etc., is marked. Everything is classified and kept in its place.

Now consider the time a teacher wastes just learning the names of the 175 tools he works with. Some teachers with poor memories for names, or because of sheer fright at the crowds of new faces before

EDITOR'S NOTE: *If pupils must be taught in overcrowded classes by teachers with overcrowded schedules, we have a mass production problem, says Mr. Jenkins. How would factory efficiency experts solve such a problem? Mr. Jenkins, who teaches English in John Marshall High School, Rochester, N.Y., but has worked in war plants, proposes to answer that question in this article.*

them each term, go a whole year without learning all the pupils' names. How simple for an industrial expert to design a large card for each student to wear, strung from his neck, perhaps, with the social security number, clock number, year in school, parents' names, pupil's name, etc. At a glance, then, the pedagogue could identify each pupil.

Perfect for the 175, don't you agree?

And what an antiquated system of grading students' progress the schools use! Each teacher has a little book so poorly designed that he can never enter anything important in it, and so usually enters nothing. He, of course, guards this from the sight of the pupils, partly because he has little in it, partly because he can make no sense from what he does have in it.

Industry could do much better. Industry would run off a series of standard tests, design a machine to correct them, and run them through at a 1000-a-minute rate. All

simple and easy, and the results automatically stamped on the pupils' time cards. Each student would know exactly where he stands at a given moment. Here would be no nonsense about personality, or the teacher's judgment.

Why not, with 175 a day?

Here, then, we have a beautifully organized set-up—a stream of pupils going through the turnstiles, punching a clock, each with his identifying badge, passing down a long line of experts where he is "processed" (the word is from industry) taking a test which is machine graded, and out again with his grades stamped upon his report card.

Is this not more efficient and more realistic under the present burden of 175 pupils per day, per teacher? We want our children to have the best. We want to avoid another war. Let's start now with the next generation. A few machines at a modest cost, and the thing is done.



A Questionable Trend Among Teachers Colleges

Shall teachers colleges hold preparing teachers to be their dominant purpose or shall they become institutions of many purposes?

This tendency to emphasize purposes other than teaching is evidenced by the trends toward:

(1) Changing the name from teachers college to state college and building up numerous special schools within the college with emphasis on occupations other than teaching;

(2) Encouraging certain departments in the institution to take more pride in two or three graduates who become distinguished chemists, for instance, than they take in a hundred high-school teachers developed by the institution;

(3) Selecting staff members who have more experience and faith in an academic college than they have in teacher education;

(4) Dropping or weakening the laboratory school;

(5) Believing that teachers would be better prepared to teach if they were educated with persons

preparing to enter other professions and in courses designed for those professions than they would be if they were educated in a series of courses designed to prepare them for teaching; and

(6) Advertising such facts as the number of vocations represented in the graduating class—these are but a few.

Teachers colleges are unique, almost queer institutions. They have the possible role of being the guide and guardian of the public schools of the land, and this seems to be their distinctive character and the basis for their claim to greatness. In this field they are without a rival, and they possibly will not have one for years to come. It seems that they cannot hope to be more than third- or fourth-rate institutions in any other capacity, that of general college or university, for instance, but that they may well expect to remain first-rate institutions in this teacher-education role.—J. C. MATTHEWS in *Peabody Journal of Education*.

OFFENDERS' CLUB:

An Experiment with "Problem" Boys

By
J. POPE DYER

DURING THE 1944-45 term at Central High School, I conducted an experiment with some of the maladjusted boys. I first made a thorough investigation of the records in the principal's office to determine which boys had been most often referred to the principal for punishment. Approximately twenty pupils whose records were the worst were chosen as a potential group to compose a club. The purpose of the club was to give the boys a sense of responsibility, a consciousness of their own importance, an opportunity for service to the school, and to provide a constructive program which called for united effort with other pupils and also with the school authorities.

Interest in the organization was great from the outset. The boys apparently had never had any opportunity to demonstrate an ability to be of service. Their eagerness to participate in helpful activities was very marked.

A cooperative program was outlined at the opening meeting of the club. It called for a picture of the membership, with an accompanying article, to be published in Chat-

tanooga's daily newspaper. It also called for definite activities—sponsoring scrap drives, clothing drives, and various patriotic services for former pupils then in the armed forces—and arranged for certain social functions. One of these was a trip by five members to our capital city of Nashville. This trip was made possible through a contribution by a Chattanooga philanthropist.

Strange as it may seem, the organization of this club and the activities and program of the members attracted great interest in the school. Numerous boys sought membership in the club, which we called Club X. Many boys who had been problem students begged earnestly to be permitted to join. The frequent reply was, "We shall observe your record here in school and if it is satisfactory we may allow you to join the club."

Many of these so-called problem boys improved their behavior and as a consequence the number of detentions given out by the authorities dropped sharply. The membership of the club even went so far as to make it a rule that any member who received a detention would be fined a nickel for each one. Thereafter the number of detentions given to members was greatly reduced.

Thus the club had a twofold purpose: it caused the members to work among themselves not to get detentions and it caused many of the borderline problem boys to improve their conduct in the hope that they might become members. The constructive program coupled with the entertain-

EDITOR'S NOTE: Dr. Dyer organized Club X with a membership of the twenty most troublesome boys in the school. He believes that the average "problem" boy is one who has surplus energy that hasn't been channelled. What he accomplished with the boys is explained in this article. Dr. Dyer teaches sociology in Central High School, Chattanooga, Tenn.

ment program gave the boys a sense of accomplishment and success which had its effect.

I feel that an experiment of this type is worth trying in any school. The average "problem" boy is one who has surplus

energy that has not been harnessed and channelled. To be sure, the project described here requires interest and initiative on the part of the sponsoring teacher, but it is just such situations that make teaching interesting and different.



Recently They Said:

It's Expensive

The discrimination against married women as teachers is the primary reason why so many young women look upon teaching as a temporary occupation. For economic reasons, if for no other, the public should reexamine its attitude on this question. It is costly to invest in the education of individuals who, at best, will be permitted to use their expensive training for the teaching profession for only a few years after graduation, should marriage come their way.—HARLAN C. KOCH in *University of Michigan School of Education Bulletin*.

The Little Moguls

I am well aware that here and there nationally known business leaders do realize the key character of education and the need of stepping up educational expenditures radically. With business leadership armed as well as it is, why is it not possible for this understanding to be passed along to the little moguls of our local communities whose constant interest seems to be to keep the school budgets at a minimum?—LESTER DIX in *School and Society*.

Ask the Teacher Next Door

Every staff member has a variety of educational problems to solve daily. No one is alone in confronting them . . . Bottling up concerns and carrying difficulties home to grow in their proportions during a sleepless night is one way of tackling thwarting problems. Another is sharing troubles with fellow staff members.

The teacher next door or down the hall will have something to offer from experience or can suggest someone to turn to. Sometimes a solution emerges through merely stating the problem and describing the situation. Expression usually clarifies thinking. Even if the solution is evasive, the bond established with a fellow worker provides moral support. Reassurance may be all that's needed.—*Curriculum Digest* of the San Diego Schools.

A Weary Word Is "Must"

The most overworked word in the world just now is "must". . . . A vast number of writers assume that the world was never before in so critical a condition as it is now. The more desperate the picture, the more sure they are that something *must* be done. The *must* note is as natural to hobby-bestriding paragraphers as quacking is to a duck; it, whatever it is, just *must* be done. . . .

In the September issue of a fully grown educational periodical a short article contains twenty-four *musts* encumbered with twice as many hortatory *shoulds*. . . . Why does a professor of education, otherwise a gentleman, bore us with such prosaic exhortation?—SHELDON E. DAVIS in *Peabody Journal of Education*.

Facing Inflation

With prices moving up, and with perfect freedom on the part of producers to manipulate quality as they wish, America is being treated to the spectacle of simultaneous inflation in the cost of living and deflation in the earnings of millions of the workers.

I doubt that it is necessary here to rehearse the reasons why inflation is bad. It is necessary, however, to remind the American public that much has already been lost, that a large part of our opportunity to prevent runaway inflation is gone. What we still have may be saved, however, if the public can be awakened to the dangers ahead of us.

Not only are we faced by the high cost of living which the "decontrols" and the soft pricing have already brought about, but we are faced also by an economic situation—compound of wages that are too low and of prices which are too high—in which depression is inevitable as soon as the short postwar boom has run its course.

What teachers can do to eliminate the economic illiteracy—in high as well as low places—which is driving us toward collapse is something which every teacher and every teachers' local would do well to explore immediately.—SAMUEL JACOBS in *The American Teacher*.

Our rural high-school curriculums are MALADJUSTED

By

B. EVERARD BLANCHARD

WITHIN THE LAST decade or more the gross inequalities of rural secondary education as compared with urban secondary education have tended to magnify the numerous disadvantages faced by rural-school people. Considering the number of rural children affected by the distorted educational program and the fact that there is little evidence available to indicate that the rural secondary schools have made changes in the curriculum to meet conditions of modern living, educators hesitate to commit themselves to the dictum that the rural high school represents a worthy investment in the work of building good citizens.

It has been cited¹ that over thirteen million pupils, roughly 50 per cent of all those in the United States, attend schools in rural areas. They are instructed by more than 482,000 elementary- and secondary-school teachers, 54 per cent of all those in the nation. Two hundred eleven thousand schools, 88 per cent of the total number, are in rural America. Further² there are over 17,600 rural high schools enrolling more than 2,200,000 pupils. In the fifteen

¹ Works, George A. and Lesser, Simon O., *Rural America Today*. University of Chicago Press, 1942, p. 23.

² *Ibid.*, pp. 23-24.

EDITOR'S NOTE: "This article," writes Dr. Blanchard, "is based upon a testing program carried on in our high school during the past year. It also presents the results of a statewide testing program conducted under the auspices of the University of Florida." Dr. Blanchard is principal of Dixie County High School, Cross City, Fla.

southeastern and southwestern states over 92 per cent of the public-school buildings are in rural areas. These schools enrol 72 per cent of the pupils in the regions and employ 73 per cent of the teachers.

It has been commonly accepted that state and regional accreditation agencies have worked to improve rural secondary education. While this might be true in some respects, these agencies actually tend to thwart the organization of the rural secondary-school curriculum.

For example, the requirements for graduation advocated by the various state departments of education specify that some sixteen to eighteen units of work shall be earned as a basis for satisfying graduation requirements. If the specification stopped right there the average rural high school, limited to a single curriculum, might adhere to the advice suggested by the Advisory Committee on Education³—that the curriculum should be organized around the broad objectives of secondary education, with special reference to the needs and interests of the majority of the pupils. But the regulations of the state departments go further, imposing specific requirements as to subject matter which must be met in a satisfactory manner by the prospective graduate.

While these requirements might be satisfactory for the typical urban secondary school, where greater offerings are available and where the trend appears to be to relate the curriculum to the needs of contemporary life, the small rural high school

³ The Advisory Committee on Education, *Education in the Forty-Eight States*, Staff Study No. 1. Superintendent of Documents, Washington, D. C., 1939, p. 63.

presents a segmented curriculum devoid of any organization around the large areas of life activity.

In a recent address, the Commissioner of Education for the United States pointed out the significance of a curriculum centered about the large areas of life activity. He said⁴:

Educational leaders who are giving special attention to the study of activities that should be included in the school program are pointing to the need for a functional program of instruction that will be based upon large areas of life activities rather than upon highly separated subject-matter courses. These large areas, of which an important one should be vocational life, would constitute the core of the curriculum in which the present school subjects would be merged and integrated.

Research studies have indicated rather definitely that the pupil who has pursued subjects on the secondary-school level in accordance with specific requirements achieves no greater scholastic standing on college entrance examinations than the pupil who has chosen his subjects at random. What does this suggest? It suggests that since greater specificity of subject-matter comes during grades 9 and 10 and a subsequent larger number of elective choices predominate at the eleventh- and twelfth-grade levels, some 50 per cent of high-school students throughout the nation who cease their education at the end of the sophomore year have not had access to an educational program that will greatly add to their efficiency and future happiness in later adult life.

A recent testing program in our own

⁴Stuebaker, John W., "Education for the 85 Per Cent". *American Vocational Association Journal*, XIII, 1938, p. 4.

high-school further verifies the fact that our curriculum, primarily academic in character, satisfies the requirements of the State Department of Education but is NOT meeting the needs and interests of our rural youth. And even if we were fortunate enough to be in a position to offer additional elective subject-matter, many of the subjects would necessarily have to be omitted by the pupils in order that they might meet the requirements for graduation imposed by the State Department.

In the state-wide testing program sponsored by the University of Florida for the school year of 1944-45, to appraise the academic efforts of 10,000 Florida high-school seniors, the results indicated approximately 3,500 pupils with markedly inferior preparation. If this latter group attended college they would probably fail in college work.

Works and Lesser stated⁵ that there is a good deal of material which should be taught in both rural and urban schools, but at the present time it appears probable that the curriculum of most rural schools is too little adapted to the special needs of their pupils. In the case of the rural high school the curriculum should not be so differentiated from that of the urban school as to prevent graduates from going to college, but it should take realistic account of the requirements of that large majority of students for whom secondary education is terminal. At both the elementary- and the high-school levels there is need of curriculum material adapted in content and organization to the special requirements of rural schools.

⁵*Op. Cit.*, pp. 424-25.



Consumer Action

The value of consumer education lies in its effect on specific conduct; hence all classroom techniques must tend towards *use* and *action*. The pupil is expected to *do* something better as a result of better understanding. Stress is on activities, on real problems, on personal change, on the community, on people . . . on how much *change* it makes in human welfare.—EDWARD REICH in *High Points*.

Pupils Run Jamesburg High on **SENIOR DAY**

By
EVELYN W. BECKFORD

PROMPTLY AT 7 A.M. on an early spring morning the building superintendent of Jamesburg High School was on duty. It was not the usual Mr. Johnson, but an efficient senior boy taking his place on "Senior Day".

By 8:20 most of the "faculty members" for the day had arrived, despite the fact that their usual school bus never came before 8:45. These pupils had taken early trains or buses, or their parents had brought them to school in order that they might arrive in plenty of time. Every position in the school administration was filled by members of the senior class—principal, teachers, office workers, cafeteria manager and staff, and building superintendent.

The idea was not original with these pupils, but it was a really serious desire on their part, so the supervising principal, Mr. Evans, proceeded to arrange for the change.

"Senior Day" was not a matter of one day only. It was carefully planned and worked out between faculty members and students, and involved at least three conferences, and required lesson plans that had to be approved. Consequently, each student teacher knew exactly what was expected of him and was determined to make his part in the day successful.

In order that the pupil teacher might



EDITOR'S NOTE: *On Senior Day the 12th-grade pupils of Jamesburg, N.J., Senior High School occupy all adult positions in the school. The author says that they hold their jobs capably, and get a thrill out of it. Mrs. Beckford teaches English in the school.*

experience a real feeling of leadership, each regular teacher left the classroom for a part of the period, at least.

At noon the regular faculty retired to the home-economics room for lunch, while the student teachers were served in the faculty lunchroom. This gave them a feeling of real importance. Never have I known a group of girls and boys to be so delighted over such a seemingly small thing.

The day's activities progressed according to schedule and without confusion, with the student body cooperating one hundred per cent. There wasn't an administrative job for every senior. If there had been, it would have interfered with the normal schedule. Those who continued in their usual roles as students seemed quite as pleased about the idea as those in temporary authority.

At the close of the day twenty-six extremely weary, but happy and wiser student teachers ended their brief tenure.

So successful did the idea and the day seem to me that I was satisfied only after I received the reaction of the students themselves. To quote from some of the papers on "My Reaction to Senior Day":

"I think that Senior Day was one of the most thrilling experiences that I have had yet."

"I was thankful for my thorough preparation of the nights before."

"I never realized what a teacher goes through in a day."

To further prove the effectiveness of "Senior Day" I quote the comment of one of the seniors who remained in the pupil group: "It's a plan I should like to see carried on with other senior classes, not for the fun of it, but for the experience."

Maryland's Council of Student LIBRARY CLUBS

By
ELIZABETH STICKLEY

THE LIBRARY clubs of Maryland have formed a state organization known as the Maryland Council of Student Library Organizations. The purpose of this group is to encourage the establishment and improvement of student library clubs, and thus increase interest in libraries in parochial, private, and public schools of the state.

The group is under the sponsorship of the Association of School Librarians of Maryland. These librarians felt that without pupil library clubs many school libraries would not have been able to keep open—especially during the war. Consequently, they believed that library service clubs had earned the right to a state organization, whereby students from all types of school could meet, exchange ideas, and discuss their common problems.

The student organization held its first meeting in Baltimore on October 21, 1944. Over eighty members were present, from

all sections of the state. The concern of this group was organization, so an executive board of nine members was elected which represented each section of Maryland. Under the chairmanship of Edward Fox of Montgomery Blair High School (Silver Spring) the board did a splendid job of drafting a constitution and notifying all clubs of the second meeting.

The second annual meeting was held in Baltimore on October 26, 1945, at the Enoch Pratt Library. Edward Fox presided, and the order of business was the presentation and adoption of the new constitution. This constitution had been written by the organization committee of nine high-school students, with the assistance of Miss Adeline Pratt, head of the Maryland Advisory Commission, the state chairman of the library student organization, and Miss Bernice Weise, president of the Association of School Librarians.

After the adoption of the constitution, the newly-created Student Library Organization voted that Edward Fox and the officers serving with him be considered the first officers. The slate for the coming year was presented and accepted. The new president is Phyllis Miller of Harford County. Officers, according to the constitution, must be so selected that each section of the state, and public, private, and parochial schools are represented.

Greetings were given to the students by Sister Fides of Catholic University, a former president of the Maryland Association of School Librarians; Mrs. Katherine Marth of the School Librarians; and Mr. E. M.

EDITOR'S NOTE: *In many schools, as Miss Stickley states, the help given the librarian by pupil assistants has played an important part in keeping the libraries functioning effectively. The school librarians of Maryland have sponsored a statewide council of pupil library clubs, to work for the improvement of this service project and to spread the program to more schools. Miss Stickley is librarian of Blair High School, Silver Spring, Md., and is state chairman of the Maryland Council of Student Library Organizations.*

Douglass, principal of Montgomery Blair High School in Silver Spring. Mr. Douglass stated that he felt the organization of such a group was one of the most significant educational movements in the state.

As state chairman for Maryland, it is my sincere hope that other states will offer

opportunities for library service clubs to organize. It has been our experience that libraries have been created by student clubs in schools which heretofore had not responded to the suggestions of local or state officials. In other words, "the kids did the trick".



School Exhibition: Entries from Every Pupil Give Four Good Results

Shall we have an exhibition? Shall we have a magazine sale? Shall we have a school fair? These and many other "shall we's" are always facing school principals and school administrators. There is one test we should always apply in considering these "shall we's". Is there any educative value in it? First, last, and always, we must remember we are running an educational institution. If we decide it has educative value, then we should strive to get the maximum educational value from the project. With this in mind I am writing these few suggestions gathered from exhibitions I have helped to organize.

A well planned exhibition can do four things for your school. It will encourage each student to do a good piece of work. Personal pride will encourage each student to do his best, for if your work is to be exhibited, you want it to be your best work, and one good piece of work from each student in school is an educational accomplishment.

A good exhibition will bring students, parents, and teachers together. This in itself will solve many little problems and eliminate many minor sources of friction.

By examining the work on exhibition, the students will get a good idea of courses they have not taken, and when the time for selecting new courses comes, they will have a better idea of subject content. Use your exhibition for educational guidance.

Your exhibition should help to sell education to the taxpayer. The taxpayer can readily see the roads of the town, and he knows what the road commissioner means when he asks for funds to resurface main street; he can see what you mean when you ask for money to paint the school house, but he has

difficulty in seeing what you mean when you ask for money for textbooks, supplies, or a testing program. If he can see some of the things made with these supplies with the help of the textbook, he will feel a little better about the school budget.

In planning your exhibition two general rules should be kept in mind: Every child should exhibit something in each class. The home economics and shop course may steal the show, but the art class will be a close second, and mechanical drawing classes will shine.

In talking the matter over with any class you will be surprised at the suggestions the students will have to illustrate the work in their class. Those who can draw will have the advantage because they can make illustrations for almost any class. The history department can always use a few Caesar's bridges, costumed dolls, and stone axes. The language department can always find current advertisements illustrating French or Latin words, and neat notebooks are interesting. The commercial department display of fancy typewriting and well-kept bookkeeping sets will attract the business man. The science department exhibition is always popular.

Each teacher should have a room in which to exhibit the work in her classes and she should be there during the period of the exhibition. Students will enjoy introducing their parents to the teacher, and showing their parents their work and the work of their friends. This in itself is good social training.

After the general open house, you need some worthwhile entertainment in the assembly room to bring the people together—giving a sense of unity to the exhibition.—PHILIP ANNAS in *Maine Teachers' Digest*.



SCHOOL NEWS DIGEST



Edited by THE STAFF

ACTIVITIES: Now that the schools have dropped most of their wartime activities and organizations, states H. H. Ryan, assistant commissioner of education of New Jersey, schools will be able to re-evaluate their activity programs. Dr. Ryan suggests that some interesting experimentation may be expected.

HOME NURSING: A campaign to urge the training of thousands of high-school pupils in home nursing, to alleviate a critical and continuing shortage of doctors and nurses, is being conducted by the American Red Cross, states Dorothy Dee in *The American Teacher*. A shortage of 90,000 nurse's aids and 65,000 registered nurses in civilian hospitals is estimated by the American Hospital Association. High schools are asked to enlarge their home-nursing programs so that as many homes as possible have one person trained to recognize early symptoms of illness, to give basic nursing care at home, and to follow intelligently the orders of physicians, who are overworked and have no time to spare when making home calls.

WALL COLOR: Sometimes different shades of the same color are desirable in a classroom—the darker shades on the wall receiving the most light, and lighter shades on walls receiving the least light. So advised H. Ledyard Towle in a recent talk on school building decoration to Kansas City, Mo., school personnel, reported in *Kansas City Schools*. He recommended that floors and furniture be painted in much lighter shades than are now usually found.

NEGROES: By a vote of 110 to 48, the statewide Student Legislature of North Carolina decided to invite students from the Negro colleges to attend the 1946 meeting of the organization, which is a forum of student representatives of every white college in the state. This motion had been introduced by the delegation from the University of North Carolina. Promptly there were rumors that the North Carolina General Assembly planned to slash appropriations for the University, in retaliation. Backing the students, Frank P. Graham, president of the University, defied the General Legislature. Backing certain outraged politicians, some newspapers of the state deplored the students' action as "an overdose of democracy", reports the *New York Post*, and one large North Carolina newspaper said bluntly that there are "certain

issues that should not be discussed in public" but instead in quiet rooms "without the meddling interference of the voters".

EXCHANGE: The former Postwar Information Exchange is now operating as the Program Information Exchange, and is expanding its work in popular education. The Exchange is a clearing house for information on pamphlets, films, recordings, radio programs and speakers on national and international problems. It is associated with about 80 educational organizations, and serves program chairmen and discussion leaders in local communities. The Exchange publishes the Program Information Bulletin monthly, ten times a year, price \$2.

FREE FILMS: The fifth annual edition of *Educators' Guide to Free Films*, published for use during the current school year, contains 1270 titles of free films and slidefilms, of which more than 25% are new in this edition. The entries are annotated, and there are a title index and a subject index. The films covered are issued by industrial, government, and philanthropic organizations. Dr. John Guy Fowlkes contributes an introduction on the selection and use of free films in the schools. This paper-bound book is mimeographed on 8½ by 11 inch sheets, contains 254 pages and is \$4 a copy. It is compiled and edited by Mary Foley Horkheimer and John W. Diffor. The publisher is Educators Progress Service, Randolph, Wis.

MAPS: A report on maps, map series and services was released on December 10, 1945, by a committee of the American Library Association in a special October 1945 issue of the Association's *Subscription Books Bulletin*, a quarterly publication, which may be obtained for 50 cents from the Association at 520 North Michigan Ave., Chicago 11, Ill. For schools that face a problem in selecting from a great mass of material those maps which best fill specific needs, about 50 maps and map series are reviewed and evaluated.

HEALTH: *What Every Teacher Should Know About the Physical Condition of Her Pupils* is a revised edition of the widely used U. S. Office of Education pamphlet of the same name issued in 1924. Advances in health practices have made the revised edition necessary. Copies may be ordered
(Continued on page 384)



Salaries: Divided We Fail

IN THE MIDST of all the charges and countercharges concerning wages and profits, in the face of strikes and lockouts, practically no one has the time or the inclination to make any fuss about teachers' salaries. It is true that some few teachers take a martyr-like view of their pitifully inadequate salaries but the great majority of the teaching profession are frankly perplexed as they attempt to balance their budgets. Indeed we are facing a very serious situation.

The average wage of industrial workers today is said to be \$47 per week. The average wage in the steel industry is \$1.15 per hour for a forty-hour week or something over \$46 per week. Union leaders maintain that the minimum wage that will provide an American standard of living is \$57 per week. Fifty-seven dollars per week seems little enough to meet the rising living costs. The doctor has to be paid, and the grocer, and the butcher, and the landlord, and the children have to have shoes and clothes, and so it goes!

Industrial workers are restive and many are striking for wages higher than the average of forty-seven dollars. Forty-seven dollars per week is \$2,444 per year. Labor maintains that it will not accept such a wage and the laboring groups in America propose to tie up industry by strikes until they can get a more equitable return for their work. Possibly they will get what they want—maybe they won't.

But we can be quite sure that teachers will not get a decent wage. We have too far to go and we are hopelessly disorganized. Last year one half of the teachers in the nation received less than \$1,800 and according to the Research Division of the National Education Association, 25,000 teachers

received less than \$600. As Robert Litell pointed out in *The Reader's Digest*, dog catchers and garbage men get more than teachers.

Often, in discussions of teachers' salaries, the point is made that teachers have a long summer vacation, that they don't work the year around. Let us not be fooled by the summer vacation myth. Rather than a summer vacation, teachers have an enforced layoff during which time they often have increased expenses from summer school attendance, but always they have continued living expenses. In other words their income is cut off yet their expenses continue. We usually think of a vacation as time off with pay. Few teachers get such vacations.

When so much is expected of education these days, how can a supply of new teachers be assured with a salary prospect so far below that of striking industrial workers? How many former teachers returning from the armed services will relish taking up their old jobs in the classrooms of the nation? How many red blooded adventure-some youngsters will want to enter teaching with a prospect of living below the standard of decent existence?

The teachers of the nation are not organized for effective salary discussion. Those who become thoroughly disgusted quietly resign and take up other work. Each time this happens the schools lose another spirited member of the profession and some other calling is strengthened by having a former teacher in its midst.

Politicians have not considered it politically wise to take up the issue of teachers' salaries—rarely has such a stand paid political dividends. Few lay groups have felt the urge to give more than lip service to the cause of teachers' salaries. Teachers them-

selves have not organized for effective salary discussions. This we could do. But we never have done so.

In these days of atomic bombs and general bungling in the realm of statesmanship, we must look to education as the sole safeguard of civilization. An aroused, intelligent, and informed citizenry is the best hope for the future. It is not the calamity howler who warns that the destruction of civilization is an ever-present threat—our most conservative scientists are warning us. General Arnold's description of the next war should be sufficient to force society to put a good teacher in every classroom in

the nation. Before society can understand what General Arnold says, however, society must be educated—education must bring home the significance of his message. But such education of the masses calls for the highest type of teacher—aroused, intelligent, and informed.

Every teacher in the nation should become affiliated at once with the organization of his choice—the one that will best present to the public the necessity for paying teachers a decent salary. May Heaven help us if we don't do something drastic—and quickly—about teachers' salaries!

FORREST E. LONG

Classes in Making Income Tax Returns Help Pupils and Parents

There was nothing personal about the panic I experienced when our devoted clerk handed me my W-2. It was a purely routine, professional panic. I suddenly recalled an item that I had read in the newspaper to the effect that this year over 50,000,000 residents of the United States would be filing tax returns, an increase of 46,000,000 over 1940. As a teacher of almost two hundred senior students of economics, I recognized in the situation the "instructional challenge" so dear to Harold Spears and the Metropolitan School Study Council. Here was a real opportunity for the teacher to "meet needs" and "serve the community".

A poll of my classes indicated that about 85 per cent of the girls would be doing business directly with the government on or before March 15, either seeking a refund or making a payment, and that every one of their families was in the tax-paying class as a result of the broadened tax base. The time had come to depart from the course of study even if it meant leaving the consumer without government protection for twenty-four hours.

The accounting department offered to cooperate with the social-studies department, and if the poor harassed workers in the Department of Internal Revenue at 210 Livingston Street did a

smaller business this year than last in answering such questions as "Can my father claim me as a dependent if I earned \$485 as a part-time worker?" they have Mr. Pruzan of the Bay Ridge High School to thank.

We were able to teach the essentials of the current tax law to about 680 students during their economics and bookkeeping periods and to about 700 students in the assembly as one phase of the Victory Corps program. The girls were asked to bring in questions that were puzzling their parents. Most of the questions were answered in the course of the lecture, which was supplemented by two large charts, reproductions of forms W-2 and 1040. A ten-minute question period was provided for answering unusual problems.

We hope that the instruction on W-2 and 1040—long and short—saved some of the parents in our community either the mental anguish of trying to figure out their returns unassisted, or the economic anguish of paying anywhere from \$2 to \$20 for professional advice. *We believe that this was a job for the schools and should be so recognized in view of the new situation which today makes us all taxpayers.*—THERESA L. HELD in *High Points*.



Important Questions on Tenure

By DANIEL R. HODGDON

Some of the most important questions concerning the tenure statutes of a state are:

May a tenure statute for teachers be repealed by a legislature so that all teachers lose all rights to tenure—and may a board of education again “hire and fire” at will? When tenure came into being much of the silly and stupid attitude toward employment of teachers disappeared from consideration. Teachers became more like normal human beings, without the constant fear that some school board member would not like the shape of his or her nose or the “look in her eye”.

In most cases the tenure statute of a state can be repealed. Since such is the case what are the rights of the teacher? Does the teacher who has acquired the tenure status under a tenure statute have a vested contract right which the legislature may not impair by subsequent legislation either by repeal or modification?

The United States Supreme Court has passed upon the question. A tenure statute *can* be so worded by a legislature as to confer upon the teachers coming within its provisions a contractual right which may not be taken away from them by repealing the act. Such is the case of the Indiana statute.

It is held, however, that in the absence of any language in the act evincing an intent to confer on the teacher a contractual right, the legislature may repeal or change the tenure act to suit itself.

Tenure is a mere legislative policy, to be continued as long as the legislature may desire to protect teachers from arbitrary or corrupt action of boards of education in dismissing them or reemploying them without justifiable cause. The repeal or modifying statute may be retroactive so as to affect tenures acquired before the repeal. Thus the courts have held in the states of California, Illinois, New Jersey, New York, Oregon, Pennsylvania and Wisconsin.

In Indiana, however, the tenure law states that a teacher after having served in any school district under contract as a teacher for five successive years and who shall enter into a contract with such school authorities for further service shall become a permanent teacher whose contract shall continue in force for an indefinite period. This type of law

was a contract and it could not be repealed as to teachers who had acquired the contractual right under it, since a legislature may not impair the obligations of a contract.

It should be kept clearly in mind that this decision of the United States Supreme Court does not apply to tenure laws which contain no contract provisions. In Wisconsin the court held the repeal of the Wisconsin teachers' tenure statute destroyed a teacher's permanent tenure status. In New Jersey the court held the teachers' tenure statute conferred on the teacher a “legislative status” subject to repeal or modification.

In California the act repealed had the effect of preserving tenure for teachers who had acquired tenure prior to the repeal because the act contained a saving clause for those teachers. It was interesting, however, to have the court of California hold that even without a saving clause those on tenure would be protected, as all rights and liabilities which accrued under the former act would be preserved. In other words, the repeal would not be retroactive. This would seem to be a more just view. Any teacher who had obtained tenure in California had a vested right and remained unaffected by the repeal.

In Wisconsin a statute which amended a teachers' tenure act by exempting common school districts operating one-room schools was prospective and not retrospective and therefore no teachers who had acquired tenure could be dismissed.

Another question has been raised in several cases. May a tenure law be changed so as to compel all teachers to retire at a certain age? Yes, it may be so changed. Thus when the tenure law of Oregon was changed to compel all teachers to retire at 65 years of age the law was held to be constitutional and did not violate any constitutional provisions. In most cases the tenure law does not become a part of the contract of employment but rather a restriction upon the power of the school district to dismiss a teacher. There is nothing in the tenure law that would require a teacher to remain teaching in a school district as long as he is physically, mentally, and morally able. He can resign and the board would have no action for damages against him.

See *State of Wisconsin ex rel Warren McKenna v. District No. 8 of Town of Milwaukee et al.*, 10 N.W. (2d) 135, 147 A.R.L. 290.

City Charters vs. State

School matters are not municipal affairs. This is often surprising to teachers. Teachers are not employees of a city or town in which they teach. Teachers are employed by the state and as employees are state employees.

Usually for the purpose of teaching pupils a teacher is really not an employee at all—but a contractor, who has contracted to use his skill and ability to teach pupils. This is interesting because the board of education really has no rights over the teacher as a teacher. The board of education is merely the policy making body and the teacher a contractor to carry out the policy.

A teacher may also be considered as an employee. No court has actually distinguished where the status of contractor ends and employee begins. Some hold that the teacher is an employee and that the relation arises out of contract. However, in spite of the fact that a teacher receives money raised by local taxation he is an employee of the state with a contract between the state and himself. The local board of education is an agent of the state, not subject to local control at all except possibly by public opinion. School matters are not municipal matters. They may be made municipal matters by charter—but then only in promotion and not in derogation of the legislative school plan and purposes of the state. The power of a municipality in school matters can run only current with, and never counter to, the laws of the state. That is a definite limit.

When a city or town has exercised powers on state matters under a charter and the legislature adopts new legislation which conflicts with the charter, the provision in the charter on control of school matters expires.

Where a city had a provision in the charter giving a board of education the right to give teachers permanent tenure, and the state repealed the tenure law, the teachers who obtained tenure because of the provisions in the charter also lost the right to permanent contracts.

See *Phelp v. Prussia*, 141 P(2d) 440.

No More Old Maids

A school board in Shenandoah, Pa., claimed that it had a rule, or at least a habit, of suspending female teachers who married. One can't explain why the board had this rule—just some old-fashioned notion that married women are "pizen",

in spite of the fact that children have married women for mothers.

The grounds for dismissing a teacher on tenure in Pennsylvania are (1) substantial decrease in pupil enrollment, (2) curtailment or alteration of the educational program, and (3) consolidation of schools.

The court said that none of the tenure law provisions were intended to leave the suspension or dismissal of a married female teacher to the discretion of a board of education. Getting married does not come within the commonly accepted meaning of the term "persistent negligence".

"Why," said this learned court, "should a female teacher be suspended or dismissed for getting married? It is not immoral or improper to enter into that relationship, which is encouraged and protected by public policy. Nor does marriage bear any direct relation to a teacher's fitness or capacity to do her work capably."

Only prejudice lies at the foundation of attempts to dismiss a teacher for getting married—a prejudice that is as stupid and out of date as some of the prejudices of the dark ages. It might be better if more of the frustrated, chronic, psychopathic single ladies who are sometimes found as teachers in our public schools had been married. Marriage certainly better fits a woman teacher to live a normal, healthy life of service with the children she teaches in school.

A woman who isn't fit to be married because of temperament or serious personality disorders is certainly not fit to teach children. Many married women are excellent teachers. They have children of their own, understand and love them, and are settled and often more stable than the unmarried.

We call the mental attitude of a human being whose prejudices operate in place of good sense and improvement a "nomic phobia". Nomic phobia affects some school boards.

See *Goff v. Shenandoah Borough School District*, 154 Pa. Superior Ct. 239, 35 A(2d) 900 (1944).

Transfer of a Teacher

Question: May a school board in West Virginia change a teacher from one school to another under its continuing contract law?

Answer: Yes! There is nothing in the law to prevent it. No action can be taken against the board.

If the false testimony of a teacher in West Virginia was the cause of a principal's removal or transfer to another school what right has the principal? Action against the teacher for damages, if any damage was sustained, is probably the only remedy—unless the board would reverse its decision.



BOOK REVIEWS



JOHN CARR DUFF and EARL R. GABLER, *Review Editors*

Radio and the School, edited by NORMAN WOELFEL and I. KEITH TYLER. Yonkers, N. Y.: World Book Co., 1945. x + 358 pages, \$2.12.

Radio and the School is the latest volume in the "Radio in Education" Series. Dr. Tyler has been the director of a staff which has carried on a five-year project on the evaluation of school broadcasts. The project, which was set up in the fall of 1937 and terminated in the spring of 1943, was located at the Bureau of Research, Ohio State University. It was supported by a grant from the General Education Board and was sponsored by the Federal Radio Education Committee of the Federal Communications Commission. This volume is a co-operative report by the staff.

Chapter headings include the following: Radio in American Education, Some Evidence from Research, Network Broadcasts for Classroom Use, Specific Area School Broadcasts, How Teachers Use School Broadcasts, Radio in the School Curriculum, Using Educational Recordings, Student Broadcasting, Educational Values in Out-of-School Radio, Cultural

Contributions in Out-of-School Radio, Developing Program Discrimination, Radio Sound Equipment.

This is a comprehensive coverage of the whole field of radio broadcasting related to the school curriculum. The volume becomes automatically a standard reference on the subject and a necessary "guidebook" for all teachers and administrators engaged in exploring or exploiting the possibilities of radio in education. It is to be hoped that the enthusiasm the volume may inspire will be tempered with a proper sense of realism. Radio in education must be preserved from the zealots who are not able to distinguish between an educational device and an educational method. Woelfel, Tyler, *et al* are fully aware of the limitations of radio, as a careful reading of the report will demonstrate.

J.C.D.

Our Teen-Age Boys and Girls, by LESTER D. CROW and ALICE CROW. New York: McGraw-Hill Book Co., 1945. 366 pages, \$3.

This book is recommended for that man or

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Very happily, there are included also four self-analysis questionnaires for parents, teachers, and others who deal with youth. These tests are offered in awareness that adolescent problems result often from adult sins of omission or commission.

An excellent treatise on juvenile delinquency continues realistically the implications of previous chapters. Herein is assistance for parent, counselor, school, and community. The book closes with a list of appropriate motion pictures, and with in-

dexes which make the book a *vade mecum*. The author index suggests further reading.

There is no pretension of supplanting applied wisdom as equipment for an adviser. The book seeks to make the worker an artist, equal to his difficult task.

Purposes of the book are clearly set forth. Fulfillment is generous. The authors have done a piece of work worthy of their long experience. They have in fact written a gratifying amount of the essence of that experience into readable, interesting form.

M. F. CHILDS

Davis High School, Mt. Vernon, N.Y.

Stories from the East and North, compiled by MARION BELDON COOK. New York: Silver Burdett Co., 1945. 284 pages, \$1.40.

Here is a pioneer attempt to catch, through nine- to twelve-year-old children's eyes, glimpses of the unique contribution of each component state—whether of character, skill, industry, topography, or historic or geographic position. This book is the first of three in the series, "Children of the U.S.A.", "written to tell you how boys and girls live and work and play in each of the states and principal territories . . ."

Miss Cook's fifteen women and three men begin

ECONOMICS for OUR TIMES

By Augustus H. Smith

Formerly Chairman, Department of Social
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The choice is happier in some instances than in others, as in the Charter Oak story for Connecticut. Searching for the President's granddaughter's pet rabbit at the Easter egg-roll seems to do poor justice to the District of Columbia; the delimiting of the Empire State's saga to a child's radio broadcast from the Hudson's noisy mouth perpetuates metropolitan ignorance of a very different hinterland. More serious than these relatively inconsequential matters is the absence of reference to southern and eastern European stocks who have settled the Northeast heavily since 1890 and have changed its character in several places. Only three persons named have non-British names: a Czech, a Scandinavian, a German.

This book is so well-done that one could wish its authors had patterned it to represent a more adequate idea of the diversity of peoples that make up our America. Louis Adamic, in his recent *A Nation of Nations*, has demonstrated for us that

America should be interpreted in terms of the blended culture of many nations.

DANIEL G. LEWIS

Mt. Vernon, N.Y., School District

Mastering Spanish, by LILLIAN GREER BEDICHEK. New York: Macmillan Co., 1945. 526 pages, \$2.32.

This attractive textbook has much merit. Each of the forty-eight lessons begins with a short story, easy to understand because of the many cognates, and continues with an exercise consisting of Spanish questions and ten sentences of prose, based on the text. There are also four or five well-arranged exercises of drill on the grammar content of the chapter. The vocabularies are short and modern; the idioms, camouflaged as "expresiones interesantes", attractive in arrangement. The necessity for translation is practically eliminated.

The book tries to cover Spanish grammar completely, and therein lies its greatest defect. The grammar content of many of the lessons is so great and so unrelated that confusion and inaccuracies must result. Chapter fifteen, the worst, gives (1) the twelve irregular futures and conditionals, (2) the future and conditional of probability, (3) verbs ending in "-ger" and "-gir", (4) the subjunctive after verbs of causation, and (5) the impersonal

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verbs "gustar", "doler", and "faltar".

It is unfortunate, too, that much of the reading material is trivial, far too much of folklore, too little of Spain. There are, however, many interesting stories of the Southwest, a good article about "Martin Fierro", a short biographical sketch of Sarmiento.

The print and illustrations are very good.

FLORENCE M. LEIGHTON

Davis High School, Mt. Vernon, N.Y.

Juvenile Delinquency and the School, by WILLIAM C. KVARACEUS. Yonkers: World Book Co., 1945. x + 337 pages, \$2.

Based on extensive observations made several years ago when Dr. Kvaraceus was serving as Assistant Superintendent of Schools in Charge of Guidance, Research, and Curriculum in Passaic, N.J., this report is a timely contribution to the literature on the subject. The role of the school in preventing delinquency was considered by the author to involve an analysis of three subordinate questions:

"The first of these questions deals with the competence of the schools to provide basic character training which in principle is the only permanently effective contribution to delinquency prevention any agency can make. As a corollary, it is necessary to consider to what extent the classroom teacher

can provide the desired amount of guidance and under what circumstances the school should engage specialists in 'guidance', social workers to evaluate the family situations of 'exceptional' children, psychiatrists, psychologists, and professional personnel in other non-teaching fields.

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individual needs of these children?"

These questions the author does not attempt to answer conclusively but only on the basis of evidence assembled in Passaic. The report, originally presented as a doctorate dissertation at Harvard University, has the merit of being scholarly without being pedantic. It is readable and informative. It will offer encouragement to many educators already aware of the role of the school in the prevention of delinquency.

J.C.D.

Essentials of American Business Law, by R. ROBERT ROSENBERG. New York: Gregg Publishing Co., 1945. 384 pages, \$1.40.

This book purports to be a non-technical presentation of the practical phases of business law that are closely tied up with everyday business and social affairs. The author wisely acknowledges that the text merely wishes to define the rights and obligations of all citizens in their civic and business affairs, in addition to the character and mental development values of business law. The emphasis throughout the book is on personal-use value in order to facilitate the holding of student interest.

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Though the author wisely omits such extraneous legal material, additional simplicity could be obtained through further subdivision of the chapters. There is a need for more than five drill cases after each section, because there are easily more than five new points of law presented in the average section. However, the organization of the chapters and respective sub-sections is highly commendable. In fact, the novel treatment of the difficult unit on the law of negotiable instruments is a highlight of the book.

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HOWARD M. GOLDSMITH

Port Richmond High School, Staten Island, N.Y.

Techniques of Guidance, by ARTHUR E. TRAXLER. New York: Harper & Bros., 1945. 394 pages, \$3.50.

This is a well written and well organized treatment of guidance in the elementary and secondary school. It starts with the usual topic of background and orientation, followed by discussion of the generally accepted techniques of guidance. These techniques cover such areas as information about opportunities and information about young people regarding achievement, aptitude and personal qualities. The book is rounded out by: a thorough consideration of tests to be used and of how they are scored, administered, interpreted and recorded; contacts with the home, case-study procedures, the role of the teacher, follow-up techniques; reading resources, and guidance and placement of persons whose education has been interrupted.

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PAMPHLET NOTES

By Philip W. L. Cox

So intent are we schoolmen on the problems and opportunities with which current social-political-economic developments confront our institutions, that we seldom pay the attention they deserve to parallel educational organizations which are fostering achievements similar to our own. *Forty Years of Education*, a symposium compiled by the League for Industrial Democracy (112 East 19 St., New York City 3) tells of the forty years of education in which the League has engaged, and sets forth the orientation recommended by civic-educational leaders for its future activities.

The wartime expansion of state programs of vocational education, subsidized by federal appropriations, has played a significant part in "the miracle of American production". The peak was reached in 1942, when two and three quarter millions were

enrolled in vocational classes. A *Digest of Annual Reports of State Boards of Education* to the U. S. Office of Education for the fiscal year ended June 30, 1944 gives the essential information, interpretations of trends, and some forecasts of interest to public-school administrators.

The United Nations Information Office (610 Fifth Ave., New York City 30), continues to distribute material of timely interest to secondary-school teachers, pupils, and patrons, free or at small cost. Their publications include: *Towards Freedom in the Air: The Story of the International Civil Aviation Conference* (31 pp., 10 cents); *Money and the Post-War World: The Story of the United Nations Monetary and Financial Conference* (32 pages, 10 cents); *Guide to United Nations and Allied Agencies* (loose-leaved, dated April 1945, free); and *War and Peace Aims: Extracts from Statements of United Nations Leaders* (April 1945, 112 pages, 30 cents).

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those listed by the Association in *Films of Merit*. In the First Annual Report, the scope of the Association's work is explained and conference reports of its committees are printed.

A brochure entitled *Education—A Mighty Force: Its Role in Our Future* has been issued by The National Education Association (1201 Sixteenth Street, NW, Washington, D.C.). Its emphasis is properly on the quality of the people of America and on the potentialities of the public school in maintaining and improving the quality. The graphs and illustrations and the typography reinforce the effectively written text.

To the many ivory-towered instructors and administrators of the schools of the United States, the adverse conditions of service or servitude in many social institutions is of little interest. It is easier to assume that American democracy is triumphant because our industries have out-produced and our military organizations have out-fought national enemies than to risk the uncomfortable reflection that democracy itself is always in precarious condition and that the price of maintaining liberty is eternal vigilance.

Such cloistered spirits might be stabbed awake if they could be persuaded to read the Report of the National Commission for the Defense of Democracy through Education on *Certain Personnel Practices in the Chicago Public Schools* (NEA, Washington). In our one world, no man is really unconcerned, however ignorant he may keep himself, with what happens to intellectuals and liberals anywhere. Inevitably every ruthless suppression of brave protesters is a bell that tolls for our own educational deaths. The Commission deserves the gratitude of our profession for its vigorous analysis and condemnation of the instances that it cites.

The State Education Department of the University of the State of New York (Albany) has issued a pamphlet entitled *Migration of College Students to and from New York*. It presents graphically the total pattern of such migration, whereby the people and their legislatures can determine what steps they want to take to meet their responsibilities toward their own youth and whatever allied problems the conditions raise. Almost twice as many young people leave the State for college and professional study as come to its institutions from other states. Only in theology, architecture, education, nursing, and music does New York receive more students from outside the State than go outside to study.

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II. The Editorial Committee of the above publications is W. D. Reeve of Teachers College, Columbia University, New York, Editor-in-Chief; Dr. Vera Sanford, of the State Normal School, Oneonta, N.Y.; and W. S. Schlauch of Hasbrouck Heights, N.J.

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SCHOOL NEWS DIGEST

(Continued from page 367)

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SAFETY: Three manuals for teachers, on phases of the school safety program, are announced by the National Safety Council. *Student Safety Activities* suggests ways of starting a student safety organization, outlines the function and operation of student safety committees, and lists more than 100 safety activities. *Safer Home Living* suggests ways of integrating home safety into a home-economics course. *Much Ado About Safety* deals with pupil safety organizations and activities in the elementary school.

PUBLICITY: The Hawaii Congress of Parents and Teachers is taking the lead in a publicity project in which a tentative \$12,000 a year will be raised to interpret the schools of Hawaii to the public, states Nell B. Elder in *Hawaii Educational Review*. No "amateurish" activities are planned, so almost half (\$4,800) of the annual budget mentioned will be spent on the salary of a competent public-relations director. The PTA will contribute \$4,000 to the budget, and its members will raise another \$3,000 by soliciting "friends of education". Three Hawaiian educational associations will contribute \$500 each. The remaining \$3,500 of the annual budget is expected to come from voluntary contributions of teachers and principals. The PTA is not out to "run the schools", and will be outnumbered on the executive committee of the project by educators. The whole purpose of the program is to "supply the public with an accurate, timely, and continuous picture of the achievements and the needs of the schools."

CHOIR: The most popular musical organization in Amarillo, Tex., the one which appears most frequently for all kinds of programs, is the A Cappella Choir of the Senior High School, states *The Texas Outlook*. The choir was begun in 1939 by Mrs. Julia Dean Evans, with 34 members. Today there are three choirs, one for 75 beginners, one for 75 second-year singers, and the senior choir of 82. The repertoire of these young singers includes all types of songs—classical, religious, patriotic, popular, and novelty. They appear about 150 times annually before church, civic, educational and convention groups, as well as for school assemblies, pageants, and similar occasions. The group is much in demand for radio work and out-of-town concerts.

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